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ABSTRACT

This guide describes bilingual, bicultural, and English as a Second Language (ESL) materials adopted for use in California. The guide is divided into three sections: (1) a list of publishers, including addresses and phone numbers; (2) an annotated index to the guide that includes basic information about each item; and (3) detailed information on each set of materials. The annotated index provides the following information: type of material (basic or supportive), kind of material, publisher's grade level, State Matrix grade level, instructional emphasis, special conditions or comments, and page reference in the guide. The following information is provided on each set of materials: (1) components; (2) general description; (3) goals and objectives; (4) organization--scope and sequence; (5) methodology; (6) provisions for student evaluation; and (7) related materials. On each page, the indication is given that materials should be carefully reviewed before ordering. The instructional materials listed include textbooks, workbooks, filmstrips, tapes, records, multi-media kits, games, maps and charts, tests, dictionaries and a duplicating master set. (Author/AMH)

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ED168295

# Instructional Materials Selection Guide

# Bilimgual/Bicultural ESL

FL009281

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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PREPARED UNDER THE DIRECTION OF:
**CALIFORNIA STATE DEPARTMENT OF EDUCATION** ○ **Wilson Riles — Superintendent of Public Instruction** Sacramento 19[illegible]

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**National Dissemination and Assessment Center, Los Angeles**
**California State University, Los Angeles**
**Los Angeles, CA 90032**

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1978

## FOREWORD

The California system of instructional materials adoption consists of two important phases. The first occurs on the statewide level. The State Board of Education, assisted by the Curriculum Development and Supplemental Materials Commission and other advisory groups, determines legal compliance and attempts to supply school districts with lists of educationally valid materials sufficiently diverse to meet the educational needs of all the children in the schools of California. The second phase occurs when school districts receive these lists and must then decide which of the materials listed will best fit their own programs and their own pupils.

In designing the procedures to be followed in the statewide process, the State Board recognized an obligation to communicate to school districts as much as possible of the information developed at the state level to help them in their local selection processes. As a result, the Board has directed that this selection guide be prepared and distributed to all the schools in the state.

By roughly classifying materials and describing their chief characteristics and approaches, the guide can assist districts to do a more efficient job of selection. It cannot, however, be considered a substitute for careful examination of those materials to be considered for selection.

The guide was prepared by teachers and county and district personnel throughout the state, who gave freely of their time and expertise to make this document available to their colleagues.

Since the test of the document will be its usefulness to school district personnel in their selection of materials, we invite your comments and any suggestions you might have for future guides.

Superintendent of Public Instruction

## FOREWORD FROM THE NATIONAL DISSEMINATION AND ASSESSMENT CENTER, LOS ANGELES

This guide describes bilingual, bicultural and ESL materials adopted for use in California after careful screening. The National Dissemination and Assessment Center, Los Angeles, with the permission of the California State Department of Education, is making it available at cost to bilingual educators throughout the nation.

Educators in California should refer to the version issued by the State Department for important information regarding the California bid price and the California adoption termination date.

## PREFACE

The 1972 provisions of the Education Code placed upon school districts a new responsibility, that of selecting materials from an extensive list provided by the State Board of Education. At the same time, the Code limited districts to those selections which would cost no more than seven dollars per a.d.a., minus certain overhead costs of the state, plus, in subsequent years, cost-of-living adjustments.

This new responsibility requires a number of steps on the part of each district. First, the district must plan its curriculum objectives and project a schedule for when it wishes to replace materials in each subject-matter area. Second, a district must take inventory of those materials already on hand which will help accomplish its curriculum objectives. Third, a district must decide what kinds of materials are needed from the state to satisfy its instructional materials needs.

Some districts accomplish these steps on a districtwide basis; some, on a school basis. Either way, these decisions must be made before the Selection Guide can be useful. It serves to reduce the number of materials that must be viewed before final decisions are made.

Staff development can be most important when new materials are introduced. Often, publishers and producers are ready and willing to supply such services. But districts must plan for and organize these programs and provide time for teachers to participate.

It is hoped that school districts will look upon this process as an opportunity to increase their control over their own curriculums and to improve their selectivity in the use of instructional materials.

For your convenience, a list of the publishers has been added to the back of this manual. Information on costs and review terms should be made directly to these companies.

DONALD R. McKINLEY
Chief Deputy Superintendent
of Public Instruction

ROBERT L. HOWE
Manager
Curriculum Frameworks
and Instructional Materials
Selection Unit

## ACKNOWLEDGEMENTS

The Instructional Materials Selection Guide was prepared by teachers and subject area specialists throughout the state under the direction of the County Superintendent's Steering Committee on Curriculum and Publications, Grant Thayer, Chairman, and the Curriculum Frameworks and Instructional Materials Selection unit of the State Department of Education, Robert Howe, Manager.

Coordinators-editors for these respective organizations were Adrian Gentry, Director of Instructional Services, Riverside County, and Kirsten R. Vanderberg, Instructional Materials Consultant. The preparation of each Guide was facilitated by an Assistant Superintendent for Instruction in a given county or counties. A chairperson was appointed in each county involved, and analysts were appointed to do the basic preparation. Editors and coordinators volunteered as the need arose.

Those persons specifically charged with the preparation of the Guide in Bilingual/-Bicultural Education and English as a Second Language were as follows:

| | |
|---|---|
| FACILITATOR | Grant Thayer, Los Angeles County Schools |
| CHAIRPERSON | Roque Berlanga, ABC Unified School District |
| COMMISSION ADVISOR | Hal Wingard, San Diego Unified School District |
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# INTRODUCTION

This guide has three distinct parts. The first, called an index to the Guide, lists the adopted items on a chart which gives certain basic information about each item. This information is designed to provide a quick classification, thus enabling the user to identify those materials which could be expected to meet the particular needs in question.

Each listing then gives a page reference to the second part of the Guide, which details information about the materials listed. Programs that cover all the grades, from kindergarten through grade eight, are discussed in two parts, one for kindergarten through grade six, another for grades seven and eight.

Users of this Guide will note that almost every description includes a reminder that use of the Guide cannot be substituted for actual study of the materials which have been selected from the Guide.

## PUBLISHERS LISTED IN SELECTION GUIDE

ACI PRODUCTIONS (MEDIA), INC.
Mr. Franklin J. Visco
35 West 45th Street
New York, NY 10036
(800) 221-2228

BEHAVIORAL RESEARCH LABORATORIES, INC.
Ladera Professional Center
Box 577
Palo Alto, CA 94302
(415) 854-4400

BENEFIC PRESS
W.O. McDermed
10300 West Roosevelt Road
Westchester, IL 60153
OR:
Mr. Frank Sesno
6568 Beachview Drive
Rancho Palos Verde, CA 90274

BENZIGER, BRUCE AND GLENCOE, INC.
Ms. Carol Howard
8701 Wilshire Boulevard
Beverly Hills, CA 90211
(213) 657-4800

BFA EDUCATIONAL MEDIA
Mr. Thomas H. Smith
3536 Trevis Way
Carmel, CA 93921

BORG-WARNER EDUCATIONAL SYSTEM
Mr. John P. Nagel, Jr.
600 West University Drive
Arlington Heights, IL 60004

BOWMAR PUBLISHING COMPANY
Mr. Boyd Mickley
Western Regional Manager
4563 Colorado Boulevard
Los Angeles, CA 90039

THE CONTINENTAL PRESS, INC.
Mr. William B. Hornback
V.P. in Charge of Sales
Elizabethtown, PA 17022

CORONET INSTRUCTIONAL MEDIA
Mr. Alex Kushner
690 Market Street
Suite 620
San Francisco, CA 94104

CREATIVE TEACHING ASSOCIATION
Mr. Ron Claassen, Manager
P.O. Box 7766
Fresno, CA 93727
(209) 291-6626

CREATIVE TEACHING PRESS, INC.
Ms. Noel Barrie
1900 Tyler Avenue, Suite 22
South El Monte, CA 91733
(213) 444-4571

DENOYER-GEPPERT COMPANY
Mr. James Keatley
Times Mirror
Times Mirror Square
Los Angeles, CA 90053

DUMAS AND MOORE DISTRIBUTING COMPANY
Ms. Barbara D. Moore
6525 West Boulevard
Inglewood, CA 90302

EL DORADO DISTRIBUTORS
Mr. John A. Ramires
Francisco Building
Suite 17
2489 Mission Street
San Francisco, CA 94110

ENCYCLOPAEDIA BRITANNICA EDUCATIONAL CORPORATION
Mr. Horace Gilbert
Regional Manager
352 Skycrest Road
La Habra, CA 90631

GINN AND COMPANY
Mr. Raymond C. Chaisson
2550 Hanover Street
Palo Alto, CA 94304

GUIDANCE ASSOCIATES
Mr. Dean Slocum
1872 New Jersey Street
Costa Mesa, CA 92626

HARCOURT BRACE JOVANOVICH, INC.
Mr. Lance G. Day, Manager
Polk and Geary
San Francisco, CA 94109

HOUGHTON MIFFLIN COMPANY
Mr. Richard Glass
777 California Avenue
Palo Alto, CA 94304

MOTIVATIONAL LEARNING PROGRAMS, INC.
Ms. Barbara Crane
1301 Hamilton Avenue
Trenton, NJ 08629
(609) 393-1111

NATIONAL TEXTBOOK COMPANY
Mr. John K. Gillespie
7850 West Orange
Anaheim, CA 92804
(714) 821-4303

NYSTROM COMPANY
Mr. Robert B. Flohr
1333 Lennox Drive
Sunnyvale, CA 94087

QED PRODUCTIONS, INC.
Mr. Henry Spitzer
P.O. Box 1608
Burbank, CA 91507

SANTILLANA PUBLISHING COMPANY
575 Lexington Avenue
New York, NY 10022
(714) 993-4151
OR:
Mr. Al McClatchy
12111 Front Street
Norwalk, CA 90650
(213) 868-7793

SCHOLASTIC MAGAZINES, INC.
Mr. William J. Berger
Director
50 West 44th Street
New York, NY 10036

SCOTT, FORESMAN AND COMPANY
Mr. Richard E. Peterson
855 California Avenue
Palo Alto, CA 94304

SOCIETY FOR VISUAL EDUCATION
SEE:
Singer Division, S.V.E.
Mr. Ridge Wurl
Regional Manager
531 Silverado Drive
Tiburon, CA 94920
(415) 435-4931

SPANISH LANGUAGE MULTIMEDIA, INC.
P.O. Box 1111
Glen Rock, NJ 07452
(201) 447-3360

TELEFACT FOUNDATION, INC.
Mr. Walter Frame
5320 Moddison Avenue
Sacramento, CA 95819

ANNOTATED INDEX TO SELECTION GUIDE FOR
INSTRUCTIONAL MATERIALS IN BILINGUAL-ESL-MULTICULTURAL

| Publisher and Title (Item and Series) | Basic (B) or Supportive (S) | Kind of Material (Text, record, etc.) | Publisher's Grade Level | State Matrix Grade Level | Instructional Emphasis | Special Conditions or Comments | Page No. in Guide |
|---|---|---|---|---|---|---|---|
| ACI Productions Inc. Look, Listen, and Read Series | S | Filmstrips & Cassettes | K-1 | K-1 | Language Arts | Learning Center approach | 12 |
| ACI Productions Inc. Read On Series | S | Filmstrips & Cassettes | 1-4 | 1-4 | Language Arts | Teaching, learning tool | 13-14 |
| Behavioral Research Laboratories, Inc. AMANECER Level I - Level II | B | Consumable Workbooks and Teacher's Guide Criterion Reference Test | K-3 | K-3 | Language Arts | Designed for Spanish-speaking children | 15-16 |
| Benefic Press American Indian Contributors to American Life | S | Textbook (Hardbound) | 5-8 | 4 | History-biographical approach to understanding of American Indian | Indian culture | 17 |
| Benefic Press Mi Segundo Libro de Estudios Sociales | S | Textbook (Hardbound) | 2-4 | 3 | Inquiry - Questions | Spanish textbook | 18 |
| Benziger, Bruce & Glencoe, Inc. Benziger Readers | B | Texts | K-3 | Multi-graded | Language Arts | | 19 |

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|---|---|---|---|---|---|---|---|
| BFA Educational Media<br>Bilingual Reading Child | S | Sound Filmstrips | K-6 | Multi-graded | Social Studies | | 20-21 |
| Borg-Warner Educational System<br>Beginning Language Concepts | S | Record | K-3 | Multi-graded | Language Arts | | 22 |
| Bowmar Publishing Corp.<br>Beginning Fluency in English as a New Language | S | Cassettes, Filmstrips, Records | K-5 | K-6 | Language Arts | Inservice in creative dramatics | 23 |
| Bowmar Publishing Corp.<br>Music of the Black Man in America - Parts 1 & 2 | S | Filmstrips & Cassettes | 4-8 | 4 | Music | | 24 |
| Bowmar Publishing Corp.<br>Para Chiquitines | S | Text and (3) Records | K-4 | K | Language Arts | | 25 |
| Bowmar Publishing Corp.<br>Songs of Spanish America | S | Records | Multi-graded | Multi-graded | Music | | 26 |

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|---|---|---|---|---|---|---|---|
| Bowmar Publishing Corp. Spanish Edition of the Reading Incentive Program | S | Multi-media Kits | 4-8 | 4-8 | Language Arts | | 27 |
| Bowmar Publishing Corp. Spanish Monster Books Continental Press (under The Continental Press, p. 11) | S | Readers | K-5 | Multi-graded | Language Arts | | 28 |
| Coronet Instructional Media Latin American Folktales | S | Records & Filmstrips | 4-6 | 5 | Language Arts Social Studies | | 29 |
| Coronet Instructional Media Seeing Mexico | S | Kit | 4-6 | 5 | Social Studies | | 30 |
| Coronet Instructional Media Colores En Cuentos Stories About Color | S | Sound Filmstrips | K-3 | K | Language Arts | Appropriate audio-visual equipment | 31 |
| Creative Teaching Association NUMBER--NÚMERO | S | Card game | Multi-graded | 2 | Math, Language Arts | Could be made easily by students | 32 |

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|---|---|---|---|---|---|---|---|
| Creative Teaching Press, Inc. Escribe Un Cuento Story Starters Intermediate Level | S | Cards | 4-6 | Multi-graded | Language Arts | | 33 |
| Denoyer-Geppert Co. Explorations in Gross Motor Skills and Sensory Perception | S | Kit | K-1 | 1 | Psychomotor | | 34-35 |
| Denoyer-Geppert Co. Explorations in Number Concepts | S | Kit | K-1 | 1 | Math, Visual Discrimination | | 36 |
| Denoyer-Geppert Co. Explorations in Shape, Color and Size | S | Kit | K-1 | K | Math, Visual Discrimination | Bilingual Suggestions | 37 |
| Denoyer-Geppert Co. Maps, Charts & Globes | S | Maps, Charts, Globe | 4-6 | Multi-graded | Student's fundamental map reading skills | Spanish text provided | 38 |

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|---|---|---|---|---|---|---|---|
| Denoyer-Geppert Co.<br>Un Estudio Del Cuerpo Humano | S | Charts | 6-8 | Multi-graded | Science | | 39 |
| Dumas and Moore Distributing Co.<br>Golden Legacy | S | Paperback Books | 4 | Multi-graded | Reading, Cultural Awareness | | 40 |
| El Dorado Distributors<br>A Collection of Mini-Books (16 Books) | S | Softbound Books | Multi-graded | Multi-graded | To stimulate beginning Spanish learners | Mexican artifacts helpful to reinforce culture | 41 |
| El Dorado Distributors (Editorial Almaden)<br>I Will Catch the Sun and I Color My Garden | B | Softbound Books | Multi-graded | Multi-graded | Literature Cultural | To be integrated with reading | 42 |
| Encyclopaedia Britannica<br>Fairy Tale Magic | S | Sound Filmstrips | 1-4 | Multi-graded | Communication Language Development | Appropriate audio-visual equipment | 43 |
| Encyclopaedia Britannica<br>Now You Know About Plants (Spanish & English) | S | Books & Cassettes | K-3 | Multi-graded | Science | | 44 |

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|---|---|---|---|---|---|---|---|
| Ginn and Company<br>Core English:<br>English For Speakers of Other Languages | B | Teacher's Manual, Workbook, Wall Charts, picture cards, ESL Material | K-3 | Multi-graded | Four-level oral language arts program approach | Very flexible program may be used in varied school situations | 45-46 |
| Guidance Associates<br>Profiles of Black Achievement | S | Filmstrip & Record | 6-8 | Multi-graded | Multicultural | | 47 |
| Guidance Associates<br>Series of American Legends and other Cultural Folktales | S | Filmstrips & Cassettes | Multi-graded | Multi-graded | Audiovisual presentations | Proper audiovisual equipment | 48 |
| Harcourt Brace Jovanovich, Inc.<br>Bilingual Syntax Measure | B | Oral proficiency test in English and/or Spanish | K-2 | Multi-graded | Diagnostic Prescriptive | Determine language dominance | 49-50 |
| Houghton Mifflin Co.<br>Mis Primeras Lecturas | B | Text | K-1 | K-1 | Sequential | All materials are entirely in Spanish | 51 |
| Motivational Learning Programs, Inc.<br>Crane Reading System in Spanish | S | Reading Books | K-2 | K-3 | Reading Elective | Teacher inservice Required | 52-53 |

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|---|---|---|---|---|---|---|---|
| National Textbook Co. Bilingual Fables | S | Paperbound books | K-3 | K-2 | Didactic | Bilingual English/Spanish | 54 |
| Nystrom Mexico, Central America Wall Map | S | Map | Multi-graded | Multi-graded | Social Science | | 55 |
| QED Prod., Inc. Economía Para Los Grados de Primaria | S | Sound Filmstrip | 2 | 2 | Economics | | 56 |
| QED Prod., Inc. Matemáticas Para Primaria: Geometría | S | Tchr. Manual 6 Filmstrips w/cassettes Student Act. Book | K-3 | Multi-graded | Geometry (Geometría) | Teacher's Manual in English or Spanish. | 57-58 |
| Santillana Publishing Co. Diccionario Del Lenguaje Usual | S | Dictionary | 3-8 | 3 | | | 59 |
| Santillana Publishing Co. (Ediciones Altea) Primera Biblioteca Altea | S | 9 Texts | 3-4 | 3-4 | Nature and Ecology | English translation of corresponding series in Spanish | 60 |

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|---|---|---|---|---|---|---|---|
| Santillana<br>Who Am I Series | S | 9 Science Books | 3-4 | 3-4 | Nature and Ecology Adopted for ESL | English translation of Primera Biblioteca Altea. | 60 |
| Santillana<br>Santillana Bilingual Series: Programa de Lengua Española | B | Text Workbooks | K-6 | 1-6 | Sequential | Inservice needed | 61-62 |
| Santillana<br>Santillana Bilingual Series: Sistema de Manejo del Programa | S | Evaluation and Assessment System | K-6 | Multi-graded | Reading Assessment | Inservice needed | 63-64 |
| Santillana<br>Senda--Spanish Language Arts Development System | B | Textbooks | 1-8 | K-6 | Reading Sequential | Inservice needed | 65-66 |
| Scholastic Magazines, Inc.<br>Beginning Concepts<br>Primeros Conceptos<br>Unit I and II | B, S | Sound Film-strip with mini books | K-3 | 1 | Development of basic concepts, language and vocabulary development | Appropriate audio-visual equipment | 67-68 |

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|---|---|---|---|---|---|---|---|
| Scholastic Magazine, Inc. Cinco Niños, Cinco Familias Puedo Unit I, Puedo Unit II ¿Quién Soy Yo? ¿Cómo Aprendo? | B | Filmstrips Cassettes Poster | K-3 | 2-3 | Social Studies and Language Instruction | Very effective for use in learning centers | 68-69 |
| Scott, Foresman, and Co. Vocabulario Illustrado: A Bilingual Word Book | S | Dictionary Paperback | 2-3 | 2 | Vocabulary development | | 70 |
| Society for Visual Education Las Aventuras del Dragón Peletero, Cuentos Clásicos Infantiles, La Caperucita Roja, Niño de la Ciudad | S | Sound film-strips | K-6 | Multi-graded | | Appropriate audiovisual equip-ment | 71-72 |
| La Biblioteca de la Escuela Elemental | S | Filmstrip and cassettes | 3-6 | Multi-graded | | Appropriate audiovisual equip-ment | 71-72 |
| Society for Visual Education Stories From The Old West | S | Filmstrip and cassette | 6 | 6 | History of the Old West | | 73 |
| Society for Visual Educa-tion The American Indian Before Columbus | S | Filmstrip and cassette | 6 | 6 | American Indian history before Columbus | | 74 |

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|---|---|---|---|---|---|---|---|
| Spanish Language Multimedia, Inc. Ciencias de la Naturaleza | B | Textbook | 1-6 | 1-6 | Science Sequential and Topical | | 75 |
| Spanish Language Multimedia, Inc. Cien -- Descubramos el mundo Prescolar | B | Textbooks | 1-4 | 1-6 | Sequential | | 76 |
| Spanish Language Multimedia, Inc. Gramática Española | B | Textbook (Exercises in text are consumable) | 7-8 | Multi-graded | Sequential | | 77 |
| Spanish Language Multimedia, Inc. Mecanografía 100, and Mecanografía 100, Prácticas Secretariales | B | Textbook and Workbook | 8 | 8 | Drill | | 78 |
| Spanish Language Multimedia, Inc. Mi Primer Diccionario Bilingual Edition | S | Textbook | 1-6 | 2 | Vocabulary builder | | 79 |
| Telefact Foundation The Original Constitution of the State of California 1849 and El Trato de Guadalupe Hidalgo 1848 | S | Softbound texts | 5-8 | Multi-graded | Social Science | | 80 |

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|---|---|---|---|---|---|---|---|
| The Continental Press, Inc. Duplicating Masters for Developing Reading and Reading Readiness Skills | S | Duplicating Masters | K-2 | Multi-graded | Language Arts | Spanish Language | 81-82 |
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ACI Productions Inc., LOOK, LISTEN, AND READ SERIES (Sets 1 and 3), c. 1975.

Each set contains four filmstrips and four cassettes for use in ESL programs in grades K-1.

COMPONENTS:

| Grades | Materials Set 1 |
|---|---|
| K-1 | 1. Ducks<br>2. Safety as We Play<br>3. Sun<br>4. Wind |

Set 3

1. A Wheel Is Round
2. County Fair
3. Picnic
4. Playground

GENERAL DESCRIPTION:

A multimedia package which can be used with the language experience approach to reading instruction or as supplementary reading material. Each set contains a teacher's guide, previewing and postviewing tests, word games (on spirit masters), flash cards, and a poster.

GOALS AND OBJECTIVES:

Goals and objectives are implied. Stress is on teaching the basics of reading, utilizing a pleasant and interesting approach.

METHODOLOGY:

For use with children having a wide range of learning abilities. Can be used by small groups or individually. Encourages children to learn at their own pace.

TEACHER'S GUIDE:

Guide is available and contains many suggested activities.

IMPLEMENTATION REQUIREMENTS:

For better results inservice training in the use of the filmstrip projector and cassette tape recorder is suggested.

RELATED MATERIALS:

Set 2 available from publisher.

This is meant to be used as a guide. We strongly urge that materials be carefully reviewed before ordering.

ACI Productions, Inc., READ ON SERIES (Sets 1 and 2), c. 1975.

A series of filmstrips and cassettes on most aspects of language development for use with ESL programs in grades 1-4.

COMPONENTS:

| Grade | Materials Set 1 |
|---|---|
| 1-4 | 1. Tell Me All About It<br>2. From Start to Finish<br>3. And Then What Happened<br>4. One and More Than One |

Set 2

1. At the Stable with Rhyming Words
2. In the Kitchen with Homonyms
3. At the Green House with Synonyms
4. At the Dock and at Home with Homographs
5. At the Beach with Anonyms

GENERAL DESCRIPTION:

Set 1 serves as an effective vehicle for moving elementary children into active learning experiences in language arts. Set 2 serves to clarify understandings concerning word use, meaning, and spelling. Each word is dramatized, seen on print on the screen, and heard on the track several times.

GOALS AND OBJECTIVES:

Definite goals and objectives are given in the filmstrip guides.

ORGANIZATION--SCOPE AND SEQUENCE:

Organization centered on promoting active learning experiences for language development.

METHODOLOGY:

Reading related skills are developed through pictorial presentations, story-telling sequences, open-ended story starter questions, add on sentences, and proper utilization of plural word forms. Set 2 deals effectively with teaching antonyms, homonyms, homographs, synonyms, and rhyming words.

PROVISIONS FOR STUDENT EVALUATION: None given.

TEACHER'S GUIDE/EDITION:

Guide provides a series overview with well defined behavioral objectives, suggested activities, and suggestions for follow-up work.

ACI Productions, Inc., READ ON SERIES (Sets 1 & 2) (continued)

IMPLEMENTATION REQUIREMENTS:

Inservice training in the use of the filmstrip projector and cassette tape recorder is suggested.

RELATED MATERIALS: None.

This is meant to be used as a guide. We strongly urge that materials be carefully reviewed before ordering.

Behavioral Research Laboratories, Inc., AMANECER, Sullivan Associates, c. 1975.

AMANECER - A linguistically based Spanish reading program for K-3 designed to bring young students from pre-reading to literacy.

COMPONENTS

| Grade | Materials |
|---|---|
| K-3 | Level I: Empezando a leer |
| | Giant Book Kit<br>2 consumable programmed workbooks<br>Teacher's Guide for each workbook |
| 1-3 | Level II: Aprendiendo a leer |
| | 6 consumable workbooks,<br>1, 2, 3, 4, 5, 6<br>Consumable programmed workbook<br>Teacher's Guide to workbooks<br>Criterion Reference Test (Examenes Finales)<br>(to be duplicated)<br>(Guide for tests included) |

GENERAL DESCRIPTION:

A basic Spanish reading program designed for K-1 at Level I and 1-3 at Level II.

Level I, Empezando a leer, includes a comprehensive teacher's guide and student enrichment materials useful for a successful program.

Level II, Aprendiendo a leer, - Progress is from reading simple, one- and two-syllable words to decoding all of the sound-symbol relationships of Spanish.

AMANECER was field-tested in eight pilot schools in Los Angeles and Santa Monica, California; Phoneix, Arizona; Houston, Texas; and New York.

GOALS AND OBJECTIVES:

Goals and objectives are clearly stated in each workbook and in the Teacher's Guide. The Guide for Criterion Reference Tests (Examenes Finales) states the behavioral objectives required for each test and their correlation with the corresponding workbook.

ORGANIZATION--SCOPE AND SEQUENCE

A well-defined sequential pre-reading and reading program. The Criterion Reference Test Guide clearly delineates the scope and sequence of each test and workbook. The series is programmed providing two levels of proficiency with two consumable programmed workbooks in Level I and six in Level 2.

Behavioral Research Laboratories, Inc., AMANECER, Sullivan Associates, c. 1975 (continued).

METHODOLOGY:

The program emphasis is a phonetic approach. Pupils systematically work through individualized workbooks.

PROVISION FOR PUPIL EVALUATION:

Exercises in individualized workbooks are self-checking. Criterion Reference Tests in Spanish test each objective. Tests may be duplicated for classroom use. Final Examination Guide provided.

Objectives to be tested are stated at the beginning of each test in the Criterion Reference Test booklet, and acceptable levels of attainment given after each objective.

TEACHER'S GUIDE/EDITION:

Fully annotated teacher's guides for each pupil component. The objective for each pupil's workbook is clearly stated, and division into sections of each workbook facilitates teacher organization and use of ideas. Many motivating activities and games aid in reinforcement of skills.

A clearly defined management system for individualizing instruction is included in the Criterion Reference Test booklet.

IMPLEMENTATION REQUIREMENTS:

No special inservice necessary.

RELATED MATERIALS:

A Decoding Kit and a duplicating Master Book as supplements to Level I, Empezando a leer. A Teachers Kit composed of one copy of each pupil workbook, a teacher's guide for each workbook, and display-size letter and word cards.

This is meant to be used as a guide. We strongly urge that materials be carefully reviewed before ordering.

Benefic Press, AMERICAN INDIAN CONTRIBUTORS TO AMERICAN LIFE, Franco and others, c. 1975.

Twenty short Indian biographies.

COMPONENTS:

| Grade | Materials |
|---|---|
| 4 | American Indian Contributors to American Life |

GENERAL DESCRIPTION:

Hardbound book of twenty short Indian biographies. Each story is presented in three parts: the meeting of the person, the knowing, and the understanding.

GOALS AND OBJECTIVES:

This biography is designed to help students to understand and appreciate the many and varied contributions of the Indians in our country.

ORGANIZATION--SCOPE AND SEQUENCE:

Each of the twenty biographies is organized in three sections at progressive levels of readability: 2nd, 3rd, and 5th grades. Supporting bibliographies are listed for each biography.

PROVISIONS FOR STUDENT EVALUATION:

At the end of each biography is a section with questions to stimulate and initiate class discussion.

This is meant to be used as a guide. We strongly urge that materials be carefully reviewed before ordering.

Benefic Press, MI SEGUNDO LIBRO DE ESTUDIOS SOCIALES, McCall and others, c. 1974.

Spanish Social Studies Textbook about Community Life.

COMPONENTS:

| Grade | Materials |
|---|---|
| 3 | Mi Segundo Libro de Estudios Sociales (Hardbound) |

GENERAL DESCRIPTION:

Basic Social Studies Spanish textbook on communities. Colored illustrations, questions at end of each unit for pupils. Translated from English by Social Studies Department of Public Instruction, Puerto Rico.

GOALS AND OBJECTIVES:

Goals and objectives are found in teacher's guide.

ORGANIZATION--SCOPE AND SEQUENCE:

Textbook divided into eight units concerning the community.

1. La comunidad
2. Las clases de comunidad
3. El gobierno de la comunidad
4. Los recursos naturales de la comunidad
5. La interdependencia de las comunidades
6. Las clases de trabajo en la comunidad
7. Los cambios en la comunidad
8. El ambiente sano en la comunidad

METHODOLOGY:

Use of illustrations and captions with questions to develop concepts. Inquiry method.

PROVISIONS FOR STUDENT EVALUATION:

None.

TEACHER'S GUIDE/EDITION:

No teacher's guide.

IMPLEMENTATION REQUIREMENTS:

None.

RELATED MATERIALS:

Teacher's guide is available but not state-adopted.

This is meant to be used as a guide. We strongly urge that materials be carefully reviewed before ordering.

Benziger, Bruce and Glencoe, Inc., BENZIGER READERS, Pre-primer Level, Stratemeyer and Smith, c. 1973.

A pre-primer reading program in Spanish and English using linguistic concept of order and continuity in language. (English editions are listed under Reading.)

COMPONENTS:

| Grade | Materials |
|---|---|
| Pre 1 | Las Ranas |
| Pre 2 | Tono |
| Pre 3 | Pepe |
| Pre 4 | Un Viaje Peligroso |
| T.E. | A Risky Trip |
| T.E. | Frog Fun, Tuggy & Pepe |

GENERAL DESCRIPTION:

Materials are part of a basic K-3 reading program based on the linguistic concept of order and continuity in language.

GOALS AND OBJECTIVES:

The series is based upon linguistic patterns to preserve the pupil's sense of order and consistency in both speech and printed matter.

ORGANIZATION--SCOPE AND SEQUENCE:

Material covers basic reading concepts of vocabulary, phonology, and sentence structure in the context of a story line. Texts build on previously taught skills.

METHODOLOGY:

The standard lesson plan for any given segment of pupil text is as follows: presenting vocabulary; reading the story; linguistic skills; comprehension, conceptual, and cognitive skills; and enrichment.

PROVISIONS FOR STUDENT EVALUATION:

A state-adopted Benziger Readers Placement Inventory is available.

TEACHER'S GUIDE/EDITION:

Each manual contains a glossary of linguistic terminology and lesson plans simply presented. Additional background information provided when necessary. Reference materials are suggested for music, poetry, films, books, and story experiences. There is a song to go with each pre-primer story.

IMPLEMENTATION REQUIREMENTS: None.

RELATED MATERIALS:

Accompanying duplicating masters and workbooks are available.

BFA Educational Media, BILINGUAL READING CHILD, Figueroa, c. 1975.

A supportive set of filmstrips with a narration that is a mixture of both Spanish and English. The materials have an emphasis on multicultural studies for use in grades K-6.

COMPONENTS:

| Grade | Materials |
|---|---|
| K-6 | Bilingual Reading Child |
| | 4 sound filmstrips (with cassettes) (with record) |
| | 20 reproducible skill sheets |
| | 20 activity cards |
| | 1 teaching guide |

GENERAL DESCRIPTION:

The four color filmstrips present vivid, real-life situations of four Latino groups -- Mexican, Chicano, Puerto Rican, and Cuban. The child-centered stories are about a charreada (charro parade), a birthday party, making different friends, and getting lost in a new neighborhood. The narrative and music are done in Spanish and English to convey the meaning in both languages. The ungraded, reproducible skill sheets are written both in Spanish and English to highlight and reinforce the vocabulary and concepts presented in the filmstrips. The activity cards, also written in Spanish and English, stimulate interaction among peers and adults both from school and community. Some activities include fieldwork in the community. Both the skill sheets and activity cards cover an interest and reading ability dispersion of Pre-K to 6th grade.

GOALS AND OBJECTIVES:

Goals and objectives are explained in the teaching guide. The major goal is to show understanding and acceptance of differences as well as likenesses in a culturally pluralistic society through positive interactions within and between various ethnic groups.

ORGANIZATION--SCOPE AND SEQUENCE:

The filmstrips may be used independently of each other or correlated to indicate differences and similarities of the four Latino groups.

METHODOLOGY:

The filmstrips may be used with a large group, small group, or by individual students. Provisions are made for individualizing instruction through the skill sheets and activity cards by consideration of interest, reading ability, learning style, and peer and adult interaction.

PROVISIONS FOR STUDENT EVALUATION:

The reproducible skill sheets, activity cards, and follow-up questions in the teaching guide evaluate vocabulary and concepts.

BFA Educational Media, BILINGUAL READING CHILD, Figueroa, c. 1975. (continued)

TEACHER'S GUIDE/EDITION:

The teaching guide contains a synopsis of each of the filmstrips as well as follow-up questions for use with a large group, small group, or individual students.

IMPLEMENTATION REQUIREMENTS:

No special training is necessary.

RELATED MATERIALS:

None.

This is meant to be used as a guide. We strongly urge that materials be carefully reviewed before ordering.

Borg-Warner Educational System, BEGINNING LANGUAGE CONCEPTS--SPANISH EDITION, Durrell, c. 1973.

A supplementary diagnostic and prescriptive audiovisual learning system.

COMPONENTS

| Grade | Materials |
|---|---|
| K-3 | Beginning Language Concepts--<br>Spanish Edition, Kit CS, Kit DS, Kit ES |

GENERAL DESCRIPTION:

A supplementary diagnostic and prescriptive audiovisual learning system that will help provide individualized instruction. Materials parallel System 80 English program and require special audiovisual equipment (System 80 projector).

GOALS AND OBJECTIVES:

The goals and objectives are not specifically stated.

ORGANIZATION-SCOPE AND SEQUENCE:

In the System 80 curriculum, each level, or kit, consists of a series of sequenced lessons that lead the child gradually into a mastery of that level.

METHODOLOGY:

Each kit allows the teacher to place a child on a specific lesson for the purpose of reinforcement or review of a certain skill.

PROVISIONS FOR STUDENT EVALUATION:

At the end of each lesson, the student evaluates the progress made by taking the self-scoring progress check.

TEACHER'S GUIDE/EDITION:

None.

IMPLEMENTATION REQUIREMENTS:

Special System 80 projector required.

RELATED MATERIALS:

English Edition included in reading.

This is meant to be used as a guide. We strongly urge that materials be carefully reviewed before ordering.

Bowmar Publishing Corp., BEGINNING FLUENCY IN ENGLISH AS A NEW LANGUAGE, Olsher and Wilson, c. 1967.
Supportive ESL program for grades K-5, composed of cassettes, filmstrips, and records.

COMPONENTS

| Grade | Materials |
|---|---|
| Multi-graded | Beginning Fluency in English as a New Language, Record Edition (complete set) |

GENERAL DESCRIPTION:

Multimedia approach to teaching English as a Second Language. Straight narrative participation, phrase repetition and confirmation, and illustrative verse compose the basic format of the program. Three kits have two full color filmstrips with cassettes or records; two kits have four full color filmstrips with cassettes or records.

GOALS AND OBJECTIVES:

The goals and objectives are clearly identified in the teacher's manual.

ORGANIZATION--SCOPE AND SEQUENCE:

The content is conceptually and sequentially organized, concentrating on teaching English through the use of a questioning technique.

METHODOLOGY:

The general methodology consists of engaging the child in asking and answering different kinds of questions.

PROVISIONS FOR STUDENT EVALUATION:

There is no provision for student evaluation other than oral responses.

TEACHER'S GUIDE/EDITION:

Teacher's manual has detailed syllabus which provides a complete outline for each lesson.

IMPLEMENTATION REQUIREMENTS:

Inservice training on the methodology of creative dramatization is desirable.

RELATED MATERIALS:

None.

This is meant to be used as a guide. We strongly urge that materials be carefully reviewed before ordering.

Bowmar Publishing Corp., MUSIC OF THE BLACK MAN IN AMERICA, McNeil and McLaughlin, c. 1973.

Filmstrips and cassettes recommended for grades 4-8.

COMPONENTS:

| Grade | Materials |
|---|---|
| 4-8 | Music of the Black Man in America - Part 1 |
| 4-8 | Music of the Black Man in America - Part 2 |

GENERAL DESCRIPTION:

Shows the development of music created by the Blacks from arrival in America to present times via filmstrips and cassettes.

GOALS AND OBJECTIVES:

To show the development of music by the Blacks in the United States.

ORGANIZATION-SCOPE AND SEQUENCE:

No specific sequence needed.

METHODOLOGY:

None.

PROVISIONS FOR STUDENT EVALUATION:

None.

TEACHER'S GUIDE/EDITION:

States objectives and previews the filmstrips.

IMPLEMENTATION REQUIREMENTS:

None.

RELATED MATERIALS:

None.

This is meant to be used as a guide. We strongly urge that materials be carefully reviewed before ordering.

Bowmar Publishing Corp., PARA CHIQUITINES, Jiménez and Puncel, c. 1969.

Book and records of traditional and contemporary songs, poems, finger plays, and games in the Spanish language for grades K-4.

COMPONENTS:

| Grade | Materials |
|---|---|
| K-4 | Para Chiquitines (hard bound)<br>Records to accompany Para Chiquitines:<br>Cancioncitas para Chiquitines<br>Versitos para Chiquitines<br>Juegos Meñiques para Chiquitines |

GENERAL DESCRIPTION:

The Para Chiquitines book is divided into three sections. The first section titled Cancioncitas para Chiquitines contains 14 songs traditional to Spanish-speaking countries. The second section titled Versitos para Chiquitines contains 21 poems, traditional and contemporary. The third section, Juegos Meñiques para Chiquitines, contains 20 finger plays and games. A Spanish-English glossary is given at the end of each section. Student interest level may range from pre-school to upper elementary. The records include the music and narrative presented in the book.

GOALS AND OBJECTIVES:

Goals and objectives are concisely stated in the preface in Spanish and English. Included are use of these materials for dominant, second language, and self-concept development, as well as communication of oral traditions of the Spanish language.

ORGANIZATION--SCOPE AND SEQUENCE:

Content is organized as described under GENERAL DESCRIPTION. No set sequence of implementation.

METHODOLOGY:

The materials may be used as a whole class presentation, small-group activity, or as a learning station. The music and narrative may be presented by the teacher or by using the records. Correlated directions and/or activities for the teacher and/or students are presented in Spanish and English at the bottom of the pages. These directions are of special help to teachers and students with limited Spanish fluency.

PROVISIONS FOR STUDENT EVALUATION: No formal provisions for evaluation.

TEACHER'S GUIDE/EDITION: None.

IMPLEMENTATION REQUIREMENTS: None.

RELATED MATERIALS: Also available in three softbound books, each containing one of the sections described.

Bowmar Publishing Corp., SONGS OF SPANISH AMERICA, McRae and Wood, c. 1970.

A series of popular songs from Spanish America.

COMPONENTS

| Grade | Materials |
|---|---|
| Multi-graded | Two Albums on 12" LP Records |

GENERAL DESCRIPTION:

Twenty seven songs on Spanish America with authentic orchestration and lyrics performed in Spanish. Includes Mexican Christmas songs.

This is meant to be used as a guide. We strongly urge that materials be carefully reviewed before ordering.

Bowmar Publishing Corp., SPANISH EDITION OF THE READING INCENTIVE PROGRAM, Radlauer, c. 1973.

A non-graded supplementary multi-media, multi-sensory kit.

COMPONENTS:

| Grade | Materials |
|---|---|
| Non-graded | Reading Incentive Program--Bilingual Set (4 Spanish, 4 English)<br>Minibikes<br>Mini--Motos<br>VW--Bug<br>Los VW Bugs<br>Drag Racing--Funny Cars<br>Carros Chistosos de Carreras de Arrastre<br>Custom Cars<br>Carros Hechos a la Orden |

GENERAL DESCRIPTION:

Supplementary multi-media bilingual kits composed of filmstrips, cassette tapes, and student books correlated with the filmstrips. The Spanish translation is not a literal translation. The subject matter has a high interest level but a low reading level. The Reading Incentive Program has been tested in schools nationwide. It has proved effective in developing independent reading and communication skills from grade three through young adult.

GOALS AND OBJECTIVES:

General objectives are clearly stated in the Reading Incentive Teacher's Guide.

ORGANIZATION--SCOPE AND SEQUENCE:

None.

METHODOLOGY:

Provides an opportunity for students to work independently or in large or small groups.

PROVISIONS FOR STUDENT EVALUATION:

Reading comprehension questions are provided in the Teacher's Guide.

TEACHER'S GUIDE/EDITION:

The Spanish edition teacher's guide is in English to assist non-Spanish-speaking teachers in working with bilingual or non-English speaking students. General Objectives Background Information, Reading Comprehension, and follow-up activities are provided in the Teacher's Guide for each kit.

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Bowmar Publishing Corp., SPANISH EDITION OF THE READING INCENTIVE PROGRAM, Radlauer, c. 1973 (continued)

IMPLEMENTATION REQUIREMENTS:

Staff inservice is not necessary.

RELATED MATERIALS:

Sixteen additional titles are available in English.

This is meant to be used as a guide. We strongly urge that materials be carefully reviewed before ordering.

Bowmar Publishing Corp., SPANISH MONSTER BOOKS, Blance and Cook, c. 1973. A supplementary series of adventure stories for beginning readers.

COMPONENTS:

| Grade | Materials |
|---|---|
| Non-graded (K-5) | Spanish Monster Books<br>12 Titles:<br>Monstruo Viene a la Ciudad<br>Monstruo Busca Una Casa<br>Monstruo Limpia Su Casa<br>Monstruo Busca Un Amigo<br>Monstruo Conoce a la Señorita Monstrua<br>Monstruo y la Sombrilla Mágica<br>Monstruo va al Museo<br>Monstruo en el Autobús<br>Monstruo va a la Escuela<br>Monstruo en la Escuela<br>Monstruo da una Fiesta<br>Monstruo va al Zoológico |
| Set of | Monster Books With Teacher's Guide |

GENERAL DESCRIPTION:

A supplementary series of twelve adventure stories designed to appeal to children of all ages and levels of sophistication. The stories were created from the language of children, the vocabulary was chosen from words used by children from five to seven years old as the children told about the adventures of a monster.

GOALS AND OBJECTIVES:

Stimulate children to do their own imagining and writing.

ORGANIZATION-SCOPE AND SEQUENCE:

None.

METHODOLOGY:

No specific methodology required.

PROVISIONS FOR STUDENT EVALUATION:

None.

TEACHER'S GUIDE/EDITION:

The booklet, There's a Monster in My Reading Program, is designed to give some ideas about beginning reading and about the place of the Monster Books in the reading program.

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Bowmar Publishing Corp., SPANISH MONSTER BOOKS, Blance and Cook, c. 1973. (Continued)

IMPLEMENTATION REQUIREMENTS:

None.

RELATED MATERIALS:

English edition series.

This is meant to be used as a guide. We strongly urge that materials be carefully reviewed before ordering.

Coronet Instructional Media, LATIN AMERICAN FOLKTALES, c. 1973.

Designed as supportive material.

COMPONENTS:

| Grades | Materials (Six color filmstrips) | |
|---|---|---|
| 4 - 6 | How Spring Was Born | With Cassettes |
| | Why the Rabbit Has Long Ears | With Records |
| | The Bridge of the Inca | |
| | How the Cactus Got Its Thorns | |
| | How the Andes Mountains Came To Be | |
| | How the Jaguar Got Its Spots | |

GENERAL DESCRIPTION:

Contains six color filmstrips with three 12" records or with six tape cassettes. Approximate length 10 to 12 minutes.

GOALS AND OBJECTIVES:

Children will learn about unfamiliar plants, animals, architecture, music, etc.

ORGANIZATION--SCOPE AND SEQUENCE:

May be used individually or as part of a series.

METHODOLOGY:

Appropriate for large or small group learning. Guide offers ideas for further individual study with open-ended questions.

PROVISIONS FOR STUDENT EVALUATION:

None.

RELATED MATERIALS:

African Folktales, American Folklore, American Indian Legends, Chinese Folktales, Famous Children's Stories, Greek Mythology, Just So Stories, South American Families, Tales From Japan, Tales of the Plains Indians, Tall Tales In American Folklore.

This is meant to be used as a guide. We strongly urge that materials be carefully reviewed before ordering.

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Coronet Instructional Media, SEEING MEXICO, c. 1975.

A series of color filmstrips on Mexico.

COMPONENTS:

| Grades | Materials | |
|---|---|---|
| 4-6 | Land and Climate | With Cassettes |
| | Agriculture | With Records |
| | Industry and Commerce | |
| | Its People | |
| | Its History | |
| | Its Culture | |

GENERAL DESCRIPTION:

Consists of six color filmstrips and three 12" records. Approximate length: 10 to 15 minutes.

GOALS AND OBJECTIVES:

(Available in Teacher's Guide.) Presents the various geographic and cultural features of Mexico and how this country is dealing with such problems as housing, education, commerce, and agriculture.

ORGANIZATION--SCOPE AND SEQUENCE:

Filmstrips do not have to be presented in any particular sequence.

METHODOLOGY:

Appropriate for large or small groups. Guide offers ideas for further study.

PROVISIONS FOR STUDENT EVALUATION:

None.

TEACHER'S GUIDE/EDITION:

None.

IMPLEMENTATION REQUIREMENTS:

None.

RELATED MATERIALS:

Seeing Central America; Seeing Brazil; Seeing the Andes Countries; Seeing Argentina, Paraguay and Uruguay.

This is meant to be used as a guide. We strongly urge that materials be carefully reviewed before ordering.

Coronet Instructional Media, COLORES EN CUENTO --- STORIES ABOUT COLORS, *Coronet Instructional Media, c. 1973.*

A series of sound filmstrips designed for grades K-3 introducing or reinforcing color concepts.

COMPONENTS:

| Grades | Materials |
|---|---|
| K-3 | Six filmstrips with matching cassette tapes. |

GENERAL DESCRIPTION:

A series of supportive sound filmstrips for grades K-3 in English and Spanish introducing or reinforcing color concepts. Different stories are used to introduce colors. Narration aids in communication and vocabulary development. Art work and narration help children with conceptualization.

GOALS AND OBJECTIVES

Not stated.

ORGANIZATION-SCOPE AND SEQUENCE:

None stated.

METHODOLOGY:

Can be used individually, in small or large groups, as the basis for a unit, as supportive or enrichment. Materials adaptable.

PROVISIONS FOR STUDENT EVALUATION:

None.

TEACHER'S GUIDE/MANUAL:

None.

IMPLEMENTATION REQUIREMENTS:

No apparent staff inservice needs; appropriate audiovisual equipment needed.

RELATED MATERIALS:

None recommended.

This is meant to be used as a guide. We strongly urge that materials be carefully reviewed before ordering.

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Creative Teaching Association, NUMBER NÚMERO, Mr. Math, c. 1971.

A math card game to develop both number readiness and bilingual skills.

COMPONENTS

| Grade | Materials |
|---|---|
| Multi-graded | Math card game in container |

GENERAL DESCRIPTION:

A deck of 40 cards (four symbols and/or names) for numbers 1-10 provides the basis for games to recognize and practice number names and symbols in Spanish and English.

GOALS AND OBJECTIVES:

Game is designed to develop number recognition in English and Spanish speakers.

ORGANIZATION--SCOPE AND SEQUENCE:

Game organization (deck of cards) includes written directions.

METHODOLOGY:

Primary suggested use is a corresponding bilingual game of "Fish." Recommendation is given for an aide or peer teacher to use the cards as individual flash cards for one-student practice.

This is meant to be used as a guide. We strongly urge that materials be carefully reviewed before ordering.

Creative Teaching Press, Inc., ESCRIBE UN CUENTO: (STORY STARTERS) INTERMEDIATE, Christensen and Connelly, c. 1975.

Idea cards in English or Spanish designed as supportive language arts in creative writing for upper grades.

COMPONENTS:

| Grade | Materials |
|---|---|
| 4-6 | Escribe un Cuento (Intermediate Level)<br>Story Starters |

GENERAL DESCRIPTION:

Spanish set consists of 50 story ideas translated from Story Starters. Each card has a drawing and descriptive title, along with a few motivational questions and pertinent vocabulary; has been tested with Spanish-speaking students in bilingual classrooms.

GOALS AND OBJECTIVES:

To creat outside sources of inspiration; to stimulate imagination and provide a starting point fo: ideas in creative writing.

ORGANIZATION--SCOPE AND SEQUENCE:

Contains a preface for teachers and a number coded table of contents followed by the 50 Escribe un Cuento cards, or Story Starters.

METHODOLOGY:

Each card is appropriate for use as a task card in a learning center for creative writing.

PROVISIONS FOR STUDENT EVALUATION:

None.

TEACHER'S GUIDE/EDITION:

Contains a preface card with notes to teachers about use.

IMPLEMENTATION REQUIREMENTS:

None.

RELATED MATERIALS:

None.

This is meant to be used as a guide. We strongly urge that materials be carefully reviewed before ordering.

Denoyer-Geppert, EXPLORATIONS IN GROSS MOTOR SKILLS AND SENSORY PERCEPTION, Times Mirror Co., c. 1972.

A supplementary kit for grades K-1 to explore gross motor skills and sensory perception.

COMPONENTS:

| Grade | Materials |
|---|---|
| K-1 | Teacher's Manual<br>26 Learning Blocks<br>10 Block Sleeves<br>1 Hand Puppet |

GENERAL DESCRIPTION:

A supplementary program to explore motor and sensory perception. Each lesson contains the learning objectives, a description of the materials, and a series of steps to use in the instruction. Lessons also have reinforcement ideas in gross motor activities, art, science and musical experiences. The last section of each lesson suggests parent involvement ideas. Materials are available in several languages.

GOALS AND OBJECTIVES:

Goals and objectives are clearly spelled out for each lesson in the teacher's manual.

ORGANIZATION--SCOPE AND SEQUENCE:

The program is divided into two sections. The first, Gross Motor Skills, stresses the awareness and development of total body movement that is an essential part of learning readiness. The section, Sensory Perception, stresses the development of perceptual skills. The program concludes with lessons stressing the application of sensory perception in distinguishing reality and fantasy.

METHODOLOGY:

Program allows children to meet success and reinforces the concept that learning is fun. Can be adapted for small group and individual instruction.

PROVISIONS FOR STUDENT EVALUATION:

The reinforcement ideas are an enjoyable and effective way for student evaluation.

TEACHER'S GUIDE/EDITION:

Teacher's manual is included in the kit. Details of program philosophy, teaching strategies, and materials to be used are clearly stated.

IMPLEMENTATION REQUIREMENTS: None.

RELATED MATERIALS: None.

Denoyer-Geppert, EXPLORATIONS IN NUMBER CONCEPTS, Moore and others. c. 1972.

A supplementary kit for grades K-1 which emphasizes concepts that are directly related to the child's everyday experiences and environment.

COMPONENTS:

| Grade | Materials |
|---|---|
| K-1 | Explorations in Number Concepts (Kit)<br>Includes parent involvement guide in Spanish, teacher's manual, and nonconsumable manipulative materials. |

GENERAL DESCRIPTION:

A supplementary program intended to help the child organize mathematical ideas. The kit consists of manipulative materials that emphasize number concepts. Each lesson includes objective, description of materials needed, and detailed steps for implementation of program. Lessons are also augmented with reinforcement ideas in projects, games, and motor activities.

GOALS AND OBJECTIVES:

Goals and objectives are outlined in each lesson in the teacher's manual.

ORGANIZATION--SCOPE AND SEQUENCE:

The program is divided into three sections. The first, The Process of Selectivity; second, Number Concept; and third, Familiarity with the Use of Number Concept. Concepts are directly related to children's experiences.

METHODOLOGY:

Program is planned for children to meet success in concepts that are related to everyday experiences and helps children to organize mathematical concepts. The learning process is intended to be fun for child, parent, and teacher.

TEACHER'S GUIDE/EDITION:

Teacher's manual is included in the kit. Details of philosophy, teaching strategies, and materials to be used are clearly stated.

IMPLEMENTATION REQUIREMENT:

None.

RELATED MATERIALS:

None.

This is meant to be used as a guide. We strongly urge that materials be carefully reviewed before ordering.

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Denoyer-Geppert, EXPLORATIONS IN SHAPE, COLOR, AND SIZE, Times Mirror Co., c. 1972.

A supplementary kit for grades K-2 to explore shape, color and size.

COMPONENTS:

| Grade | Materials |
|---|---|
| K-2 | Explorations in Shape, Color and Size<br>Includes a Teacher's Manual with non-consumable manipulative materials |

GENERAL DESCRIPTION:

A supplementary program designed to help child understand differences in shape, color, and size. Consists of manipulative materials. Three basic colors--red, yellow, blue-and three basic shapes--square, circle, and triangle-are interrelated as to size and divisions into whole, halves, and quarters.

GOALS AND OBJECTIVES:

Goals and objectives are clearly stated for each lesson in the Teacher's Manual.

ORGANIZATION-SCOPE AND SEQUENCE:

The program is divided into three sections: shape, color, and size. Concepts are directly related to children's experiences and environment.

METHODOLOGY:

Program is centered on success in pre-reading concept development within the intent that learning is fun for the child.

PROVISIONS FOR STUDENT EVALUATION:

The teacher's manual contains suggestions for student evaluation.

TEACHER'S GUIDE/EDITION:

Teacher's manual clearly states objective of each lesson, materials to be used and suggested procedures. Reinforcement and parent involvement ideas are given for each lesson.

IMPLEMENTATION REQUIREMENTS:

None.

RELATED MATERIALS:

None.

This is meant to be used as a guide. We strongly urge that materials be carefully reviewed before ordering.

Denoyer-Geppert Company, MAPS, CHARTS AND GLOBES, Moore and others, c. 1970.

A supplementary program containing maps, charts, and globes for grades four through six. (Set)

COMPONENTS:

| Grade | Materials |
|---|---|
| 4-6 | Spain & Portugal, Map in Spanish Text<br>Mexico Map, Political, in Spanish and English text<br>Mexico Visual Relief, in Spanish Text<br>South America, Political Map in Spanish Text<br>World Cultures Pictorial Map<br>Geographical Terms Chart in Spanish Text<br>Latin America History Map. Set of 14 maps in Spanish and English Text<br>Political Globe, 12" Diameter, Spanish Text |

GENERAL DESCRIPTION:

A series of maps which may be used as supplementary material with a social studies program. Students' fundamental map reading skills can be developed and expanded.

GOALS AND OBJECTIVES:

To provide Spanish-speaking students with materials readily available in English.

ORGANIZATION--SCOPE AND SEQUENCE:

Catalog provides description of the following: Visual-Relief Maps--physical and cultural information on these maps. Political Maps and Globes--reference for understanding of contemporary world relations. Pictorial Map--natural and cultural factors that condition the way man lives.

This is meant to be used as a guide. We strongly urge that materials be carefully reviewed before ordering.

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Denoyer-Geppert, UN ESTUDIO DEL CUERPO HUMANO, Kittner, c. 1965.

A supplementary set of physiology charts in Spanish.

COMPONENTS:

| Grade | Materials |
|---|---|
| 6-8 | 8 Charts |

GENERAL DESCRIPTION:

A set of 8 physiology charts on the human body.

GOALS AND OBJECTIVES:

To diagram and acquaint students with the parts of the body.

ORGANIZATION--SCOPE AND SEQUENCE:

Charts are organized around major functions of organs or parts of body.

METHODOLOGY:

None stated.

PROVISIONS FOR STUDENT EVALUATION:

None stated.

TEACHER'S GUIDE/EDITION:

None.

This is meant to be used as a guide. We strongly urge that materials be carefully reviewed before ordering.

Dumas and Moore Distributing Co., GOLDEN LEGACY, Bacchus and others, c. 1972.

A series of 15 color-illustrated booklets on famous individuals representative of the Black culture.

COMPONENTS:

| Grade | Materials |
|---|---|
| 4-8 | Ancient African Kingdoms |
| | Alexander Dumas and Family |
| | The Life of Matthew Henson |
| | The Life of Benjamin Banneker |
| | Crispus Attucks and the Minutemen |
| | Frederick Douglass Part One |
| | Frederick Douglass Part Two |
| | Toussaint L'Ouverture and the Birth of Haiti |
| | The Life of Alexander Pushkin |
| | The Saga of Harriet Tubman |
| | The Life of Robert Smalls |
| | Joseph Cinque and the Amistad Mutiny |
| | Men of Action--White, Wilkins & Marshall |
| | Black Cowboys |
| | The Life of Martin Luther King, Jr. |

GENERAL DESCRIPTION:

Each of the 15 booklets depicts individuals who contributed to history and development of Black culture. The reading levels range between 4th and 8th grade. Each booklet may be used for enrichment as related to the history and culture of those representing the Black community.

GOALS AND OBJECTIVES:

Goals and objectives are not explicitly stated. However, the major implications are to instill cultural and ethnic pride, develop an understanding of the contributions of Black individuals, and increase interest in reading.

ORGANIZATION--SCOPE AND SEQUENCE:

There is no chronological or sequential arrangement required in utilization. Materials cover history of development of Black culture.

METHODOLOGY:

Individualized or group reading.

PROVISIONS FOR STUDENT EVALUATION:

None.

TEACHER'S GUIDE/EDITION:

No teacher's guide or manuals are available.

Dumas and Moore Distributing Co., GOLDEN LEGACY, Bacchus and others, c. 1972. (Continued)

IMPLEMENTATION REQUIREMENTS:

None stated.

RELATED MATERIALS:

None.

This is meant to be used as a guide. We strongly urge that materials be carefully reviewed before ordering.

El Dorado Distributors, A COLLECTION OF MINI-BOOKS, Galarza, c. 1974.

A collection of booklets designed to stimulate beginning Spanish learners of all ages.

COMPONENTS:

| Grade | Materials |
|---|---|
| Mulit-graded | Poemas Párvulos |
| " | Rimas Tontas |
| " | Aquí y Allá en California |
| " | Más Poemas Párvulos |
| " | Zoo - Risa |
| " | Zoo - Fun |
| " | Un Poco de México |
| " | Poemas Pe-que Pe-Que Pe-que-ñitos |
| " | Historia Verdadera de una Gota de Miel |
| " | Chogorrom |
| " | Todo Mundo Lee |
| " | La Historia Verdadera de una Botella de Leche |

GENERAL DESCRIPTION:

A sturdy paperback collection of 12 books--ten in Spanish, one in Spanish and English, and one English counterpart to Zoo-Risa. Introduces learners of all ages to Mexican culture. Oriented to assist Spanish-speaking learners to maintain and improve Spanish-speaking skills and to assist English-speaking learners to begin acquiring the same skills.

Publisher states materials have been used successfully in English as a Second Language, Spanish as a Second Language, and Spanish Language Bilingual/Bicultural classes.

ORGANIZATION-SCOPE AND SEQUENCE:

Not classified by age or grade level and may be incorporated into any course content. No sequence required.

METHODOLOGY:

Specific techniques for uses of the COLECCIÓN are varied.

PROVISIONS FOR STUDENT EVALUATION:

None.

TEACHER'S GUIDE/EDITION:

None.

El Dorado Distributors, A COLLECTION OF MINI-BOOKS, Galarza, c. 1974 (Continued)

IMPLEMENTATION REQUIREMENTS:

None.

RELATED MATERIALS:

Pamphlet of suggestions and aims provided by publisher. Mexican artifacts suggested by cultural clues in the Colleccion when available.

This is meant to be used as a guide. We strongly urge that materials be carefully reviewed before ordering.

El Dorado Distributors, I WILL CATCH THE SUN, DeLeón, c. 1973, and I COLOR MY GARDEN, Neal, Sánchez, 2nd ed., c. 1974.

Bilingual/bicultural teaching tools easily integrated with all subject areas.

COMPONENTS:

| Grade | Materials |
|---|---|
| Multi-graded | I Will Catch the Sun<br>I Color My Garden |

GENERAL DESCRIPTION:

I Will Catch the Sun--Illustrated paperback: English with Spanish cultural phrases and words.

I Color My Garden--Illustrated paperback: Bilingual/bicultural book. Text in both English and Spanish.

GOALS AND OBJECTIVES:

Bilingual/bicultural teaching tools as literature to teach culture. Totally bilingual. Designed especially for migrant and bicultural programs. No specific goals stated.

ORGANIZATION--SCOPE AND SEQUENCE:

Bilingual/bicultural softbound book designed to be used with all levels of subjects: Reading, Numbers, Writing, Health, Language, Spelling, Art, and Science.

METHODOLOGY:

Used both as basic and supplementary teaching aids--whacky but smart vegetables using catchy funny verse. No specific method designated.

PROVISIONS FOR STUDENT EVALUATION: None.

TEACHER'S GUIDE/EDITION:

I Will Catch the Sun--None.

I Color My Garden--A bilingual/bicultural edition complete with teacher suggestions on presentation.

IMPLEMENTATION REQUIREMENTS: None.

RELATED MATERIALS: None.

This is meant to be used as a guide. We strongly urge that materials be carefully reviewed before ordering.

Encyclopaedia Britannica Educational Corporation, FAIRY TALE MAGIC, c. 1972.

A series of sound filmstrips on classical fairy tales for grades 1-4. Materials are supportive and include filmstrips, cassette tapes, and teacher's guide.

COMPONENTS:

| Grade | Materials |
|---|---|
| 1-4 | Ten (10) Filmstrips and Cassette Tapes |

GENERAL DESCRIPTION:

A series of supportive, colorful sound filmstrips in Spanish and English on classical fairy tales designed to stimulate enjoyment of reading. Narration aids in communication and vocabulary development. Artwork helps children visualize numbers, colors, and size. Teacher's guide to entire narration and matching color filmstrips, packaged in an easy storage kit.

GOALS AND OBJECTIVES:

Not stated.

ORGANIZATION-SCOPE AND SEQUENCE:

None stated.

METHODOLOGY:

Can be used individually, in small or large groups, or with entire class, as the basis for a unit of study or as supportive or enrichment materials. Materials adaptable.

PROVISIONS FOR STUDENT EVALUATION:

None.

TEACHER'S GUIDE/MANUAL:

Description and entire narrations are provided in teacher's guide.

IMPLEMENTATION REQUIREMENTS:

No apparent staff inservice needs, appropriate audiovisual equipment needed.

RELATED MATERIALS:

None.

This is meant to be used as a guide. We strongly urge that materials be carefully reviewed before ordering.

Encyclopaedia Britannica Educational Corporation, NOW YOU KNOW ABOUT PLANTS, Miller, c. 1973.

Supplementary books and cassettes dealing with plants and plant growth for grades K-3.

COMPONENTS:

| Grade | Materials |
|---|---|
| K-3 | Now You Know About Plants (Spanish)<br>5 books<br>5 cassettes |
| K-3 | Now You Know About Plants (English)<br>5 books<br>5 cassettes |

GENERAL DESCRIPTION:

Two supplementary sets of books and cassettes dealing with the plant world. The English edition contains five English books with accompanying cassettes. Side 1 of each recording presents a reading of the English text content of the book. Side 2, also in English, provides enrichment material that develops the theme of the book in greater depth. The Spanish edition contains five Spanish books and five Spanish cassettes covering the same material as the English version. Reading competency is required if the text is to be read by the student; however, the publisher suggests the use of the books and recordings for listening and concept acquisition for beginning and non-readers.

GOALS AND OBJECTIVES:

Goals are stated in the teacher's guide. Publisher suggests use of materials for second language as well as dominant language development.

ORGANIZATION--SCOPE AND SEQUENCE:

Books and recordings may be used in any sequence chosen by teacher.

METHODOLOGY:

The materials may be used with a large group, small group, or by individual students. Due to the use of separate Spanish and English recordings, implementation may be limited to homogeneous linguistic groupings.

PROVISIONS FOR STUDENT EVALUATION: No formal evaluation included.

TEACHER'S GUIDE/EDITION:

English guide contains script of the narrative and suggested activities. Spanish guides contain script of the English and Spanish narratives as well as activities with some cultural relevancy.

Ginn and Company, CORE ENGLISH: ENGLISH FOR SPEAKERS OF OTHER LANGUAGES, Slager, and others, c. 1971-72.

A basic four-level language arts, multimedia program for grades K-3 designed to give oral language skills to children whose language is other than English.

COMPONENTS:

| Grades | Materials |
|---|---|
| K-3 | Core English 1 - Teacher's manual, 16 wall charts, 150 picture cards, 3 puppets, flannel kit, language games and songs for Core English, Core English songs, 20 workbooks.<br>Core English 2 - Teacher's manual, 16 wall charts, 150 picture cards, 3 puppets, language games and songs for Core English, more Core English songs, 20 workbooks.<br>Core English 3 - Teacher's manual, 12 wall charts 96 picture cards, 3 puppets, 20 workbooks.<br>Core English 4 - Teacher's manual, 10 wall charts, 96 picture cards, 3 puppets, 20 workbooks. |

GENERAL DESCRIPTION:

CORE ENGLISH: ENGLISH FOR SPEAKERS OF OTHER LANGUAGES is a language arts program especially for primary school children whose language is other than English. Formal portion of the program may begin in the latter part of kindergarten, depending on the readiness of the children. CORE ENGLISH THREE and CORE ENGLISH FOUR equip the children with necessary language skills which will enable them to successfully participate in regular elementary school classes. The multilevel, multimedia program guides children in acquiring the basic structures of oral English. CORE ENGLISH is flexible enough to be used in a wide range of school situations.

GOALS AND OBJECTIVES:

Goals are outlined in the Table of Contents, special appendices, unit overviews, and within the lessons.

ORGANIZATION--SCOPE AND SEQUENCE:

Basic skills and grammatical points are sequenced in levels of difficulty. Introduction of vocabulary is carefully limited though appropriate to meet the special needs of the classroom and locality. Language content of each lesson is broken into sequential steps that are self-contained and provide stopping points if the entire lesson cannot be taught. Pronunciation difficulties are taken into consideration with appropriate activities provided. Workbooks are used to reinforce skills which have been taught. Puppets, games, and other activities are used to supplement lessons.

METHODOLOGY:

CORE ENGLISH is flexible enough to fit any school situation. Lessons are designed to encourage maximum interaction among children and may be used with a group or by an individual. Supplementary materials, wall charts, picture cards, songs, etc., are used for

Ginn and Company, CORE ENGLISH: (Continued)

specific reinforcement of vocabulary and structures taught in the lessons.

PROVISION FOR STUDENT EVALUATION:

Progress checks are presented at various points in the units. One or more grammatical points is identified which requires non-prompted, non-imitative responses. Teacher ascertains whether group is ready to move to new lesson or needs further practice and reinforcement.

TEACHER'S GUIDE/EDITION:

Teacher's manual provides detailed plans and instructions for use of all materials. An overview states the general content and theme and provides the goals and priorities of the unit. Individual units are divided into the sections including: language content, review and warm-up, step-by-step procedure, workbook use, progress check, enrichment activities. It is essential to be familiar with the content of the teacher's manual.

IMPLEMENTATION REQUIREMENTS:

No substantial training is required.

RELATED MATERIALS:

None.

This is meant to be used as a guide. We strongly urge that materials be carefully reviewed before ordering.

Guidance Associates, PROFILES OF BLACK ACHIEVEMENT, Guidance Associates, c. 1973.

A supportive series consisting of four sets of two each non-graded sound filmstrips.

COMPONENTS:

| Grade | Materials |
|---|---|
| 6-8 | Margaret Alexander/James Van Der Zee<br>Eubie Blake/Noble Sissle<br>Sterling Brown/Alma Thomas<br>A. Bontemps/A. Douglas |

GENERAL DESCRIPTION:

Each set of sound filmstrips includes a book with glossary, teaching notes, filmstrip script, and discussion questions. Some include a chronology of African history.

GOALS AND OBJECTIVES:

To create awareness of other cultures and their contributions.

ORGANIZATION-SCOPE AND SEQUENCE:

None stated.

METHODOLOGY:

May be used for large groups or in learning centers.

PROVISIONS FOR STUDENT EVALUATION:

None.

TEACHER'S GUIDE/EDITION :

A complete guide to the sound filmstrip comes with each set.

IMPLEMENTATION REQUIREMENTS:

None.

RELATED MATERIALS:

None.

This is meant to be used as a guide. We strongly urge that materials be carefully reviewed before ordering.

Guidance Associates, THE SEARCH FOR BLACK IDENTITY: PROUD HERITAGE FROM WEST AFRICA. JOHN HENRY: AN AMERICAN LEGEND. THE BOY WHO COULD DO ANYTHING: A MEXICAN FOLKTALE. TAYO: A NIGERIAN FOLKTALE. CHIQUITÁN AND THE DEVIL: A PUERTO RICAN FOLKTALE. Brenner and others, c. 1970.

A series of multigraded sound filmstrips that emphasize the multicultural aspects of society.

MATERIALS:

| Grade | Materials |
|---|---|
| Multi-graded | The Search For Black Identity: Proud Heritage From West Africa (Grades 7-8)<br>John Henry: An American Legend (Grades K-4)<br>The Boy Who Could Do Anything: A Mexican Folktale (Grades K-4)<br>Tayo: A Nigerian Folktale (Grades K-4)<br>Chiquitán And The Devil: A Puerto Rican Folktale (Grades K-4) |

GENERAL DESCRIPTION:

Each set of filmstrips includes a book with glossary, suggested classroom activities, teaching notes, filmstrip script, and discussion questions.

GOALS AND OBJECTIVES:

To create awareness of the various cultures and their contributions to American society.

ORGANIZATION--SCOPE AND SEQUENCE:

None.

METHODOLOGY:

May be used for small and large groups or in learning centers.

PROVISIONS FOR STUDENT EVALUATION:

Discussion questions provide a method of student evaluation.

TEACHER'S GUIDE/EDITION:

A complete guide to the sound filmstrip comes with each set.

This is meant to be used as a guide. We strongly urge that materials be carefully reviewed before ordering.

Harcourt Brace Jovanovich, Inc., BILINGUAL SYNTAX MEASURE, Burt and others, c. 1975.

A measure of children's oral proficiency in English and/or Spanish grammatical structures. Designed primarily for children 4 to 9 years covering grades kindergarten through Grade 2.

COMPONENTS:

| Grade | Materials |
|---|---|
| K-2 | Child Response Booklet--English (35 consumable booklets)<br>Respuestas del Niño--Spanish (35 consumable booklets)<br>Picture Booklet (administration)<br>Manual--English Edition<br>Manual--Edición Española<br>Class Record Sheet (1 with every35 consumable booklets) |

GENERAL DESCRIPTION:

A testing instrument that measures children's oral proficiency in five levels in English and/or Spanish which is administered individually within a 10- to 15-minute span. This device gives a measure of language dominance, structural proficiency in English and/or Spanish as a second language, and the degree of maintenance or loss of Spanish structure. BSM gives the teacher a diagnosis and placement determination for each child and pre-and posttest data for summative and formative evaluations.

GOALS AND OBJECTIVES:

Goals and objectives are explicitly stated. Major objective is to determine language dominance. Secondly, it provides some diagnostic/prescriptive parameters.

ORGANIZATION--SCOPE AND SEQUENCE:

Administration of the BSM-E or S is similar to having a chat with a child about some pleasant pictures. Answers are recorded exactly as child says them. By analyzing such samples of natural speech, teachers obtain an indication of the grammatical structure children display in verbal responses.

A sequence of 25 test questions are asked. The answers are recorded in the response booklet. Anyone who can speak and write either English or Spanish can administer the BSM in that language.

PROVISIONS FOR STUDENT EVALUATION:

The sequence of the five levels increases in complexity from "No English" to "Proficient." Thus, as an assessment tool, it can function to obtain pre- and posttest data.

The BSM was field-tested in March, 1974, in 19 school districts in 10 states and in Mexico. The Rationale and Technical Report was published in August, 1975, and this document provides information on its development, field-testing, scoring methods, and statistical

Harcourt Brace Jovanovich, Inc., BILINGUAL SYNTAX MEASURE, Burt and others, c. 1975 (Continued)

data.

TEACHER'S GUIDE/EDITION:

Teacher's manuals are brief and concise and provide a good management system.

IMPLEMENTATION REQUIREMENTS:

No particular inservice requirement needed except for an orientation and practice session.

RELATED MATERIALS:

None.

This is meant to be used as a guide. We strongly urge that materials be carefully reviewed before ordering.

Houghton Mifflin Company, MIS PRIMERAS LECTURAS, Romero and others, c. 1970.

A series designed to develop prereading skills in Spanish, grades K-1.

COMPONENTS:

| Grade | Materials |
|---|---|
| K-1 | Preparándose para leer: Students' workbook |
| K-1 | Dago corre y brinca |
| K-1 | Quien va con Pina |
| K-1 | Anita y su Mamá |
| K-1 | Los Globos |
| K-1 | El Circo |
| K-1 | Vamos a medir |
| K-1 | Vamos a jugar |
| K-1 | Vamos a remar |
| K-1 | Pollito pillón |
| K-1 | El león y el ratón |
| K-1 | Los tres cerditos |
| K-1 | El perro y el hueso |
| K-1 | Preparándose para leer: Teacher's edition |
| K-1 | Set of thematic pictures |
| K-1 | Picture and word cards |
| K-1 | Set of 15 boxes for sorting |

GENERAL DESCRIPTION:

This series is designed to prepare Spanish-speaking children to read stories in Spanish before learning to read them in English. It is based on Houghton Mifflin's "Getting Ready to Read" pre-reading program. The basic book on instruction is "Preparándose Para Leer," plus a teacher's guide with detailed lesson plans, and supporting materials. All materials are entirely in Spanish.

GOALS AND OBJECTIVES: Goals and objectives are identified in the teacher's guide.

ORGANIZATION--SCOPE AND SEQUENCE:

Consonant letters and sound associations are taught along with context.

METHODOLOGY:

Materials lend themselves to directed lesson approach with small groups.

PROVISIONS FOR STUDENT EVALUATION: None stated.

TEACHER'S GUIDE/EDITION:

Teacher edition comes in boldface type. Anticipated answers are in italics.

IMPLEMENTATION REQUIREMENTS:

Inservice is recommended. This program is not for the English mono-lingual teacher.

Motivational Learning Programs, CRANE READING SYSTEM IN SPANISH, Crane, c. 1975.

A developmental reading system in Spanish for grades K-2. (Reciprocal reading program in English listed in reading adoption.)

COMPONENTS:

| Grade | Materials |
|---|---|
| K-2 | AT 1 Libro de Trabajo<br>AT 2 Libro de Trabajo<br>Nivel A Libro de Ejercicio<br>Nivel A Libro de Lectura<br>BT 1 Libro de Trabajo<br>Nivel B Libro de Ejercicio<br>Nivel B Libro de Lectura<br>CT 1 Libro de Trabajo<br>Nivel C Libro de Ejercicio<br>Nivel C Libro de Lectura<br>DT 1 Libro de Trabajo<br>Nivel D Libro de Ejercicio<br>Nivel D Libro de Lectura<br>ET 1 Libro de Trabajo<br>Nivel E Libro de Ejercicio<br>Nivel E Libro de Lectura<br>Guía/Guidebook<br>Tarjetas con Dibujo y Letras/Spanish Picture and Letter Cards |

GENERAL DESCRIPTION:

A reading system comprised of reciprocal Spanish and English visual, auditory, and kinesthetic skills in coordinated sequential unit. The program is structured on a strong phonetic-linguistic base. Program is transitional; emphasis is to teach child to read in his dominant language.

GOALS AND OBJECTIVES:

Behavioral goals can be found in teacher's guide and individual objectives in guide with each lesson.

ORGANIZATION--SCOPE AND SEQUENCE:

Program sequentially structured; uses translinguistic nature of language.

METHODOLOGY

Directed lesson by teacher with additional independent student activities.

PROVISIONS FOR STUDENT EVALUATION:

Built-in testing is included in the exercise books.

Motivational Learning Programs, CRANE READING SYSTEM IN SPANISH, Crane, c. 1975. (Continued)

TEACHER'S GUIDE/EDITION:

Teacher's guide in English and Spanish. Basic format for each lesson is given and followed throughout guide.

IMPLEMENTATION REQUIREMENTS:

Teacher familiarity or inservice.

RELATED MATERIALS:

Crane Oral Dominance Test and Spanish Placement/Diagnostic Test. Examen Selectivo/ Diagnostico del CRS/Spanish Placement/Diagnostic Chart para la dirección de la clase.

This is meant to be used as a guide. We strongly urge that materials be carefully reviewed before ordering.

National Textbook Company, BILINGUAL FABLES, c. 1972.

Aesop's fables in Spanish and English for young readers.

COMPONENTS:

| Grade | Materials |
|---|---|
| K-3 | Chiquita y Pepita<br>Tina La Tortuga y<br>Carlos el Conejo<br>Leonardo el León y<br>Ramón el Ratón |

GENERAL DESCRIPTION: Simplified, modern adaptation of three Aesop's fables in Spanish and English. Kit includes textbooks and records in Spanish and English with accompanying filmstrip that has the same illustrations that are found in the books. Illustrations are cartoon animals in human conditions.

GOALS AND OBJECTIVES:

Fables are in form of object lesson teaching morality, wise behavior, etc. Kit would help develop auditory as well as visual comprehension. Suitable for ESL and SSL.

ORGANIZATION--SCOPE AND SEQUENCE:

Scope contained in individual book or record. Each fable serves own didactic purpose. Follows traditional sequence of original fables. Content reflects producers goals. Same sequence for all.

METHODOLOGY:

Book can be read alone or with record. Filmstrip used with record or discussion.

PROVISIONS FOR STUDENT EVALUATION:

No formalized tests. Suggested class discussions. Teacher evaluation.

TEACHER GUIDE/EDITION:

None.

IMPLEMENTATION REQUIREMENTS:

None.

RELATED MATERIALS:

None mentioned.

This is meant to be used as a guide. We strongly urge that materials be carefully reviewed before ordering.

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Nystrom, MEXICO, CENTRAL AMERICA, Nystrom Editorial, c. 1973.

Wall map in Spanish and English with overlay on spring roller.

COMPONENTS:

| Grade | Materials |
|---|---|
| Multi-graded | Mexico & Central America Wall Map |

GENERAL DESCRIPTION:

Wall map on Mexico and Central America with Spanish and English text on overlay. Maps have a markable surface with overlay that can be used for physical, political, or relief. The relief map has a profile diagram providing east/west cross-sectional views of the character of the land. Contains four supplemental maps depicting annual rainfall, frost, population, and agricultural regions.

QED Productions, ECONOMÍA PARA LOS GRADOS DE PRIMARIA, Calderwood, and Ward, c. 1975.

Spanish language sound filmstrips illustrating the basic principles of economics.

COMPONENTS:

| Grade | Materials |
|---|---|
| K-3 | Kit contains:<br>Teacher's Manual in either Spanish or English<br>4 color filmstrips<br>4 tape cassettes<br>1 economics poster |

GENERAL DESCRIPTION:

Contains four open-ended stories designed to assist students in gaining an understanding of basic economic ideas.

GOALS AND OBJECTIVES:

Specific content objectives are listed in teacher's edition for each filmstrip.

ORGANIZATION--SCOPE AND SEQUENCE:

The kit is constructed so that all or part of it can be adapted to specific needs of individual students or classes. Each open-ended story presents a situation to which children may relate.

METHODOLOGY:

The kit can be used to stimulate discussion. Filmstrip concepts are identified. Vocabulary of economics is used.

PROVISIONS FOR STUDENT EVALUATION:

Evaluation is through suggested discussion questions and classroom projects.

TEACHER'S GUIDE/EDITION:

Provides background economic theory related to specific filmstrip content. Activities are included to extend the filmstrip concepts and to provide additional motivation and reinforcement.

IMPLEMENTATION REQUIREMENTS:

None.

RELATED MATERIALS:

None.

This is meant to be used as a guide. We strongly urge that materials be carefully reviewed before ordering.

QED Productions, Inc., MATEMÁTICAS PARA PRIMARIA: GEOMETRÍA, Palmer, c. 1975.

A basic introduction to the vocabulary and recognition of geometric shapes.

COMPONENTS:

| Grade | Materials |
|---|---|
| K-3 | Kit contains:<br>Six filmstrips and six tape cassettes<br>Teacher's manuals in either Spanish or English<br>Student Activity Books |

GENERAL DESCRIPTION:

The filmstrips and cassettes have the following titles:

1. Formas
2. Curvas: Abiertas y Cerradas
3. Forma, Tamaño y Color
4. Puntos, Curvas y Ángulos
5. La Misma Forma, El Mismo Tamaño
6. Polígonos

GOALS AND OBJECTIVES:

Goals and objectives clearly stated in teacher's guide.

ORGANIZATION--SCOPE AND SEQUENCE:

The kit is constructed so that all or part of it can be adapted to specific needs of individual students or classes.

METHODOLOGY:

Material is designed to stimulate immediate tactile and verbal responses from students via the discovery method. The above is accomplished through a natural progression of questions and problems which can be answered or solved within the filmstrip time span.

PROVISIONS FOR STUDENT EVALUATION:

None stated.

TEACHER'S GUIDE/EDITION:

Provides teachers with a short introduction, objectives, vocabulary to be developed, and ideas for hands-on materials. Student Activity Book contains related fun activities.

QED Productions, Inc., MATEMÁTICÁS PARA PRIMARIA: GEOMETRÍA, Palmer, c. 1975. (Continued)

IMPLEMENTATION REQUIREMENTS:

Inservice training in geometry is suggested for effective use. A filmstrip projector and cassette tape recorder are required.

RELATED MATERIALS:

None.

This is meant to be used as a guide. We strongly urge that materials be carefully reviewed before ordering.

Santillana Publishing Co., DICCIONARIO DEL LENGUAJE USUAL, Martínez and others, c. 1970.

A Spanish dictionary for use in grades 3-8.

COMPONENTS:

| Grade | Materials |
|---|---|
| 3-8 | Diccionario del Lenguaje Usual |

GENERAL DESCRIPTION:

A selected student Spanish dictionary of some 3,500 words containing families of words, synonyms, antonyms, and word meanings conceptually presented in sentences or phrases.

Santillana Publishing Co., PRIMERA BIBLIOTECA ALTEA, Pacheco, c. 1974.

A supplementary science-reading program in English and Spanish for prekindergarten through grade 3.

COMPONENTS

| Grade | Materials |
|---|---|
| Non-graded | 9 Texts<br>Soy el fuego<br>Soy el aire<br>Soy un pájaro<br>Soy una roca<br>Soy una fiera<br>Soy el sol<br>Soy un árbol<br>Soy un pez<br>Soy un niño |

GENERAL DESCRIPTION:

This series of nine books emphasizes nature and the environment and is designed for enrichment in basic concepts, language, and vocabulary development.

GOALS AND OBJECTIVES:

To enrich the child's understanding of the natural and social environment.

ORGANIZATION--SCOPE AND SEQUENCE:

Highly illustrated.

METHODOLOGY:

Can be used in whole class, small group or individually in a dialogue form.

TEACHER'S GUIDE/EDITION:

None.

RELATED MATERIALS:

Guide in Spanish is available as part of the set.

This is meant to be used as a guide. We strongly urge that materials be carefully reviewed before ordering.

Santillana, SANTILLANA BILINGUAL SERIES: PROGRAMA DE LENGUA ESPAÑOLA, Martínez, c. 1972.

Programa de Lengua Española is a sequential program of basic reading in Spanish for grades K-6. (See separate write up for Management System.)

COMPONENTS:

| Grade | Materials |
|---|---|
| Multi-graded K-6 | Mira<br>Mira y Lee<br>Libro de Actividades Mira y Lee<br>Lee y Trabaja<br>Libro de Actividades Lee y Trabaja<br>Trabaja y Aprende<br>Libro de Actividades Trabaja y Aprende<br>La Ciudad<br>Libro de Actividades La Ciudad<br>Otros Amigos, Otras Culturas<br>Libro de Actividades Otros Amigos<br>Guía para el Profesor I for:<br>Mira<br>Mira y Lee<br>Lee y Trabaja<br>Trabaja y Aprende<br>Flashcards<br>Guía para el Professor II for:<br>La Ciudad<br>Otros Amigos, Otras Culturas |

GENERAL DESCRIPTION:

The SANTILLANA/BILINGUAL SERIES consists of six colorful basic readers. Also includes five workbooks and a set of non-consumable flashcards to reinforce the sequenced instructional objectives.

The texts have been field-tested with children of different ages and cultural backgrounds.

GOALS AND OBJECTIVES:

Specific content objectives are listed in teachers edition for each lesson.

ORGANIZATION--SCOPE AND SEQUENCE:

Sequenced lessons from pre-reading level to literacy emphasize skills of listening, speaking, reading, and writing.

METHODOLOGY:

Materials are adaptable to be used with small groups or individuals. When used with the Program Management System, the program is diagnostic and prescriptive.

Santillana, SANTILLANA BILINGUAL SERIES: PROGRAMA DE LENGUA ESPANOLA, Martinez, c. 1972 (continued)

PROVISIONS FOR STUDENT EVALUATION:

Assessment tools may be purchased separately--see Related Materials published by Santillana.

TEACHER'S GUIDE/EDITION:

The teacher's manuals (Guías para el Profesor) reproduce the pages of textbooks and workbooks in their entirety while at the same time developing each lesson plan in terms of objectives, methodology, and materials.

IMPLEMENTATION REQUIREMENTS:

Special inservice is advisable.

RELATED MATERIALS:

Programa de Lenguaje Española: Sistema de Manejo del Programa. (See separate write up.)

This is meant to be used as a guide. We strongly urge that materials be carefully reviewed before ordering.

Santillana, SANTILLANA BILINGUAL SERIES: SISTEMA DE MANEJO DEL PROGRAMA, Santillana Publishing Company, c. 1975.

Sistema de Manejo del Programa is an evaluation and prescription testing program designed to accompany Programa de Lengua Española.

COMPONENTS:

| Grade | Materials |
|---|---|
| K-6 | Prueba de Aptitud para la Lectura (PAL)<br>Criteria Referenced Assessment for MIRA<br>Criteria Referenced Assessment for MIRA Y LEE<br>Criteria Referenced Assessment for LEE Y TRABAJA<br>Criteria Referenced Assessment for TRABAJA Y APRENDE<br>Criteria Referenced Assessment for LA CIUDAD<br>Criteria Referenced Assessment for OTROS AMIGOS<br>Mastery Level Test I<br>Mastery Level Test II<br>PAL Examiner's Manual<br>MLT--I Examiner's Manual<br>MLT--II Examiner's Manual<br>Teacher's Guide 1<br>Teacher's Guide 2 |

GENERAL DESCRIPTION:

This system is designed to follow, step by step, the organization of the lesson plans of Level I and Level II of the Programa de Lengua Española. The Program Management System consists of summative evaluations (Reading Readiness Assessment and Mastery Level Tests), formative evaluations (Criteria Referenced Assessments), answer key cards, and two teacher's guides.

GOALS AND OBJECTIVES:

Specific content objectives are listed in teacher's edition for each lesson.

ORGANIZATION

The summative evaluation materials consist of a Reading Readiness Assessment which can be administered both in English and Spanish, a Mastery Level Test I and Mastery Level Test II, corresponding to the beginning, middle, and end of this Bilingual Series.

METHODOLOGY:

An evaluation can be comprehensive, covering an extended period of time and a cumulative summation of the elements of change (summative evaluation); or it can be selective, covering only certain elements of change during a relatively short period of time (formative evaluation).

PROVISIONS FOR STUDENT EVALUATION:

The formative diagnostic evaluation is known as Criterion Referenced Assessment (CRA). Each of the pupil's texts of Level I and of Level II has four sets of CRA accompanied by

SANTILLANA BILINGUAL SERIES: SISTEMA DE MANEJO DEL PROGRAMA, (continued)

suggestions for diversified learning activities. Each pupil will be able to evaluate his results with a set of answer key cards and mark his own progress report.

TEACHER'S GUIDE:

The program has a Teacher's Guide for Level I and a Teacher's Guide for Level II with item analysis charts. The guides include instructions for administering test items as well as for interpretation of results and prescriptions.

IMPLEMENTATION REQUIREMENTS:

Special service of teacher training assistance is advisable.

RELATED MATERIALS:

Answer Key Cards. Programa de Lengua Española.

This is meant to be used as a guide. We strongly urge that materials be carefully reviewed before ordering.

Santillana, SENDA -- SPANISH LANGUAGE DEVELOPMENT SYSTEM, Leger, c. 1972.

A basic Spanish language development program that aims at enriching the students in basic instruments of communication.

COMPONENTS:

| Grade | Materials |
|---|---|
| 3-8 | Senda Lengua Española 1<br>Senda Libro de Lectura 1<br>Senda Lengua Española 2<br>Senda Lengua Nacional 3<br>Senda Lengua Nacional 4<br>Senda Lenguo Nacional 5<br>Senda Lengua Nacional 6<br>Norma Libro de Consulta 5/6<br>Fichas de Trabajo 1<br>Fichas de Trabajo (Lectura) 1<br>Fichas de Trabajo 2<br>Fichas de Trabajo 3<br>Fichas de Trabajo 4<br>Fichas de Trabajo 5<br>Fichas de Trabajo 6<br>Tecnología Educativa 1<br>Tecnología Educativa (Lectura) 1<br>Tecnología Educativa 2<br>Tecnología Educativa 3<br>Tecnología Educativa 4<br>Tecnología Educativa 5<br>Tecnología Educativa 6 |

GENERAL DESCRIPTION:

The program consists of six levels. The first level contains two readers, two workbooks, and two teacher's guides. Each ensuing level contains a reader, a workbook (fichas), and a teacher's guide (Tecnología Educativa) in thirty units. A separate grammar text is consulted by students in levels 5 and 6. The six basic aspects developed during each level are maturation, oral expression, written expression, reading, linguistic notions, and introduction to literature.

GOALS AND OBJECTIVES:

Goals and objectives are clearly stated in "Tecnología Educativa" (Teacher's Guide).

ORGANIZATION--SCOPE AND SEQUENCE:

The program consists of six texts and six sets of task cards that follow each other sequentially and provide for continuous progress in reading, composition, grammar, and spelling.

METHODOLOGY:

Program provides for sequential development of skills and concepts. Five partial evaluations are included in fichas for each level.

Santillana, SENDA--SPANISH LAN[illegible]EVELOPMENT SYSTEM, Leger, c. 1972
(Continued)

IMPLEMENTATION REQUIREMENTS:

Staff inservice is advisable.

RELATED MATERIALS:

Final exams for levels 2 - 6 are available.

This is meant to be used as a guide. We strongly urge that materials be carefully reviewed before ordering.

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Scholastic Magazines, Inc., BEGINNING CONCEPTS, Scholastic Magazine, c. 1974.

A series of sound filmstrips in English and Spanish for grades K-3, designed for language and basic concept development.

COMPONENTS:

| Grade | Materials |
|---|---|
| K-3 | Beginning Concepts I,<br>5 sound filmstrips and cassette tape<br>64-page Teacher's Guide<br>5 Fold-out books and 170 minibooks. |
| | Beginning Concepts II,<br>5 Sound Filmstrips and cassette tape<br>64-page Teacher's Guide<br>5 Fold-out books and 170 minibooks |

GENERAL DESCRIPTION:

A series of colorful sound filmstrips in Spanish and English on basic concepts such as size, numbers, color, shape, texture, position, time, and others. Series designed for language and vocabulary development and communication to develop conceptualization, interaction with familiar objects, and concept introduction. Each filmstrip is devoted to a single concept. Teacher's reference guide with vocabulary and suggested activities with explanation of series is included.

GOALS AND OBJECTIVES:

Goals and objectives for each filmstrip are found in the teacher's guide.

ORGANIZATION--SCOPE AND SEQUENCE:

Unit I should precede Unit II. Otherwise no sequence given. Areas covered include color, size, position, parts of the body, growing, and others. Concepts are illustrated in wide variety of contexts.

METHODOLOGY:

Can be used with small or large groups. Adaptable to learning center environment.

PROVISIONS FOR STUDENT EVALUATION:

Student discussion questions given and assist to enhance learning situations and provide opportunity to diagnose individual problem area.

TEACHER'S GUIDE/EDITION:

Comprehensive teacher's guide is provided with each unit listing concepts explored, vocabulary, and suggested discussions and classroom activities. A list of related materials is also given.

Scholastic Magazines, Inc., BEGINNING CONCEPTS, Scholastic Magazine, c. 1974 (Continued)

IMPLEMENTATION REQUIREMENTS:

Appropriate audio-visual equipment needed.

RELATED MATERIALS:

A list of related material is provided in teacher's guide.

This is meant to be used as a guide. We strongly urge that materials be carefully reviewed before ordering.

Scholastic Magazines, Inc., CINCO NIÑOS, CINCO FAMILIAS, PUEDO UNIT I, PUEDO UNIT II, ¿QUIÉN SOY YO? ¿COMO APRENDO?, Scholastic Editors, c. 1974.

A program designed for children between the ages of three and eight covering early childhood curriculum. Can be used as a basis for social studies, human relations, language instruction, and foreign language introduction.

COMPONENTS:

| Grade | Materials |
|---|---|
| K-3 | CINCO NIÑOS, CINCO FAMILIAS<br>5 full-color filmstrips<br>5 tape cassettes<br>1 teacher's guide<br>1 wall poster |
| | PUEDO UNIT I, PUEDO UNIT II<br>4 full-color filmstrips<br>4 tape cassettes<br>1 teacher's guide/activity book<br>4 colorful wall posters, one for each filmstrip |
| | QUIÉN SOY YO?¿COMO APRENDO?<br>5 full-color filmstrips<br>5 tape cassettes<br>1 teaching guide |

GENERAL DESCRIPTION:

These materials are designed to provide children K-3 with a cultural awareness, self-understanding, an awareness of themselves in relation to their environment; and to develop competency in dealing with people and the environment. Much emphasis is placed on the affective domain, although the cognitive side of social studies is also emphasized.

GOALS AND OBJECTIVES:

Every teacher's guide defines the goals and objectives of every single filmstrip.

ORGANIZATION--SCOPE AND SEQUENCE:

The filmstrips and cassettes are color-coded and synchronized, and a variety of follow-up experiences are suggested. Specific curriculum ideas described in the section of the guide that covers a filmstrip. Sequentially organized concepts are developed with an increase in degree of complexity.

METHODOLOGY:

The material lends itself to learning centers and large or small groups of children.

PROVISIONS FOR STUDENT EVALUATION:

Individual evaluation forms are provided to assess performance and growth.

Scholastic Magazines, Inc., CINCO NIÑOS, CINCO FAMILIAS (continued)

TEACHER'S GUIDE/EDITION:

Guides are provided in both languages, English and Spanish, with a management system to conduct a group or individualized program.

IMPLEMENTATION REQUIREMENTS:

Program appear. easy to implement.

RELATED MATERIALS:

None listed.

This is meant to be used as a guide. We strongly urge that materials be carefully reviewed before ordering.

Scott, Foresman and Co., VOCABULARIO ILUSTRADO: A BILINGUAL WORD BOOK, Ramirez, 2nd edition, c. 1975.

A bilingual illustrated dictionary, supplementary for grades 2-3.

COMPONENTS:

| Grade | Materials |
|---|---|
| 2-3 | Vocabulario Ilustrado |

GENERAL DESCRIPTION:

A fully illustrated softbound dictionary with phrases in Spanish and English.

GOALS AND OBJECTIVES:

To increase vocabulary and teach basic grammar as well as family relationships.

ORGANIZATION--SCOPE AND SEQUENCE:

The words are categorized in many groups. Each word is accompanied by a picture, definition, and sentence--in both Spanish and English.

METHODOLOGY:

Regional variants include Chicano, Puertorriqueño, and Cuban vocabularies. Words from both languages are used in context by means of illustrative sentences.

This is meant to be used as a guide. We strongly urge that materials be carefully reviewed before ordering.

Society for Visual Education, LAS AVENTURAS DEL DRAGÓN PELETERO, CUENTOS CLÁSICOS INFANTILES, LA CAPERUCITA ROJA, NIÑOS DEL CORAZÓN DE LA CIUDAD, LA BIBLIOTECA DE LA ESCUELA ELEMENTAL, SVE Editorial Dept., c. 1972.

A series of sound filmstrips for grades K-6. Materials are supplemental and include filmstrips, cassette tapes, and teacher's guide for each filmstrip.

COMPONENTS

| Grade | Materials |
|---|---|
| K-3 | Las Aventuras del Dragón Peletero, six filmstrips, cassette tapes and teacher's guides |
| 1-3 | Cuentos Clásicos Infantiles, four filmstrips, cassette tapes and teacher's guides |
| 1-3 | La Caperucita Roja, filmstrip, cassette tape and teacher's guide |
| 1-6 | Niños Del Corazón De La Cuidad, two filmstrips, cassette tapes and teacher's guides |
| 3-6 | La Biblioteca de la Escuela Elemental, six filmstrips, cassette tapes and teacher's guides |

GENERAL DESCRIPTION:

A series of filmstrips designed for elementary grades K-6 on varied subject areas including classical fairy tales, use of library, and children in urban areas. Filmstrips are colorful, multi-ethnic and useful in developing listening and aural memory skills.

Filmstrips can be used in individual learning centers as well as entire class viewing. Much emphasis is placed on development of positive attitudes.

GOALS AND OBJECTIVES:

Goals and objectives are clearly stated in behavioral terms in teacher's manuals.

ORGANIZATION--SCOPE AND SEQUENCE:

There is no identifiable scope or sequence in the conventional sense of the word. The series is easily adaptable for individualization.

METHODOLOGY:

Can be used with entire class or in individual learning centers, as an introduction to a unit of study, or as review or presenting or emphasizing main points.

PROVISION FOR STUDENT EVALUATION:

A series of discussion questions is provided in teacher's guide.

TEACHER'S GUIDE/EDITION:

Individual teacher's guide is provided for each filmstrip. Main points are listed for classroom discussion.

Society for Visual Education, LAS AVENTURAS DEL DRAGÓN PELETERO (continued)

IMPLEMENTATION REQUIREMENTS:

Staff inservice needs are minimal. Appropriate audiovisual equipment required.

This is meant to be used as a guide. We strongly urge that materials be carefully reviewed before ordering.

Society for Visual Education, Inc., STORIES FROM THE OLD WEST, SVE Editorial Staff, c. 1975.

A series of filmstrips with cassettes (optional) on people of the "Old West."

COMPONENTS:

| Grade | Materials |
|---|---|
| 6 | El Camino Real |
| 6 | Vaquero! Vaquero! |
| 6 | Cassette for above. |

GENERAL DESCRIPTION:

A series of adventure stories about people and events that made the Old West. Some of the subjects include the building of the missions of California, story of the first American Cowboys, the Comanche Indians, the Pony Express Riders, the construction of the first transcontinental railroad, and the fascinating tale of a famous Buffalo Pony.

GOALS AND OBJECTIVES:

Goals and objectives are clearly stated in booklets that come with filmstrips.

ORGANIZATION--SCOPE AND SEQUENCE:

If shown to develop historical perspective, order is important.

METHODOLOGY:

Combines language arts and American history.

PROVISIONS FOR STUDENT EVALUATION:

Discussion questions in booklets provide for an informal method of evaluation.

TEACHERS GUIDE/EDITION:

Booklet gives introduction to material, objectives, and filmstrip scripts.

IMPLEMENTATION REQUIREMENTS:

Appropriate audiovisual equipment needed.

This is meant to be used as a guide. We strongly urge that materials be carefully reviewed before ordering.

Society for Visual Education, Inc., THE AMERICAN INDIAN BEFORE COLUMBUS, SVE Editorial Staff, c. 1974.

Recommended for grade 6; two filmstrips and cassette.

COMPONENTS:

| Grade | Materials |
|---|---|
| 6 | From Hunter to Farmer |
| 6 | Advanced Indian Civilizations |
| 6 | Cassette for above |

GENERAL DESCRIPTION:

The filmstrips present an overview of pre-Columbian Indians. Filmstrips utilize on-location photography, museum exhibits of artifacts and dioramas, along with maps.

GOALS AND OBJECTIVES:

Are outlined in teacher's guide.

ORGANIZATION--SCOPE AND SEQUENCE:

Developed from a historical point of view.

METHODOLOGY:

Combines language arts and pre-Columbian Indian history.

PROVISIONS FOR STUDENT EVALUATION:

None.

TEACHER'S GUIDE/EDITION:

Booklet gives introduction to material, objectives, and filmstrip script.

IMPLEMENTATION REQUIREMENTS:

Appropriate audiovisual materials.

RELATED MATERIALS:

None.

This is meant to be used as a guide. We strongly urge that materials be carefully reviewed before ordering.

Spanish Language Multimedia, Inc., CIENCIAS DE LA NATURALEZA, Valecillo, c. 1974.

Basic Science program for grades 1-6 using the procedure for discovery through observation and children activities.

COMPONENTS:

| Grade | Materials | |
|---|---|---|
| 1-6 | Ciencias de la Naturaleza | 1 |
| | Ciencias de la Naturaleza | 4 |
| | Ciencias de la Naturaleza | 5 |
| | Ciencias de la Naturaleza | 6 |

GENERAL DESCRIPTION:

A comprehensive basal science program integrating health, hygiene, and the natural environment of animals, plants, and minerals in grades 1-6. Very colorful illustrations to stimulate enjoyment and interest in the natural sciences.

GOALS AND OBJECTIVES:

Not identified.

ORGANIZATION--SCOPE AND SEQUENCE:

It is sequential in teaching the natural sciences in different levels. Can be used with total class, small group, or individually depending on the readiness of the student. It is organized topically with health, hygiene, and natural environment of animals, plants, and minerals being the main topics.

METHODOLOGY:

No teaching strategies or techniques recommended. Table of contents is only guide for teaching text. Observation and experimentation are emphasized as tools to teach the children the scientific method of discovery.

PROVISIONS FOR STUDENT EVALUATION:

Exercises and experiment can be used to assess unit being studied.

TEACHER'S GUIDE/EDITION:

None.

IMPLEMENTATION REQUIREMENTS:

None.

RELATED MATERIALS:

None.

This is meant to be used as a guide. We strongly urge that materials be carefully reviewed before ordering.

Spanish Language Multimedia, Inc., CIEN--DESCUBRAMOS EL MUNDO PRESCOLAR, 1, 2, 3, 4, Cárdenas, c. 1975.

A supplemental program in science using a procedure for discovery through observation for grades 1-6.

COMPONENTS:

| Grade | Materials |
|---|---|
| 1-6 | CIEN--Descubramos el Mundo 1<br>CIEN--Descubramos el Mundo 2<br>CIEN--Descubramos el Mundo 3<br>CIEN--Descubramos el Mundo 4<br>Teacher's Guide for each of the above |

GENERAL DESCRIPTION:

A science program for grades 1-6. The program emphasizes scientific discovery through observation. Children are provided with extensive experiences and experiments relying on simple, easily acquired lab and study materials.

GOALS AND OBJECTIVES:

Goals are clearly delineated in CIEN--Descubramos el Mundo--Guía del Maestro.

ORGANIZATION--SCOPE AND SEQUENCE:

The CIEN Series consists of four texts which advance progressively through the developing stages of the child. Through extensive experiences and experiments the series attempts to make children aware of the world around them.

METHODOLOGY:

Observation and experimentation are emphasized as tools to teach the children the scientific method of discovery.

PROVISION FOR STUDENT EVALUATION:

Progress is informally assessed according to the unit being studied.

TEACHER GUIDE/EDITION:

Fully annotated teacher's edition is available for each text.

IMPLEMENTATION REQUIREMENTS:

None.

RELATED MATERIALS:

None.

This is meant to be used as a guide. We strongly urge that materials be carefully reviewed before ordering.

Spanish Language Multimedia, Inc., GRAMÁTICA ESPAÑOLA, Lain/Sloane, c. 1972.

A supplemental, non-graded program to introduce Spanish grammar.

COMPONENT:

| Grade | Materials |
|---|---|
| Non-graded | Gramática Española Textbook<br>Curso Intermedia (Exercises in text are consumable) |

GENERAL DESCRIPTION:

A program to introduce Spanish grammar. Each unit is followed by exercises that provide daily practice for the rules in grammar. Approach is essentially oral, observation, and daily practice and evaluation after each unit.

GOALS AND OBJECTIVES:

None.

ORGANIZATION--SCOPE AND SEQUENCE:

The textbook covers the major aspects of grammar from phonemes to pronouns in 32 units. The units are introduced sequentially to develop interest in grammar.

METHODOLOGY:

Each skill is introduced the same way using the didactic method. Units may be presented in large or small groups.

PROVISION FOR STUDENT EVALUATION:

Teacher evaluation of student assignments at conclusion of each unit.

TEACHER GUIDE/EDITION:

None.

IMPLEMENTATION REQUIREMENT:

None.

RELATED MATERIALS:

None.

This is meant to be used as a guide. We strongly urge that materials be carefully reviewed before ordering.

Spanish Language Multimedia Inc., MECANOGRAFÍA 100, MECANOGRAFÍA 100, PRÁCTICAS SECRETARIALES, Ortega and Sampere, c. 1975.

Basic typing series for students in grade 8.

COMPONENTS:

| Grade | Materials |
|---|---|
| 8 | Mecanografía 100 |
| 8 | Mecanografía 100, Prácticas Secretariales |

GENERAL DESCRIPTION:

The books are spiral-bound paperbacks for teaching typing skills from basic to secretarial needs. Has been field-tested throughout U.S.

GOALS AND OBJECTIVES:

Two volumes of typing manuals; first for introduction, second for intermediate. Speed and accuracy, business letter practice, and general office production typing are stressed.

ORGANIZATION--SCOPE AND SEQUENCE:

Organized in a sequential format that goes from basic to advanced typing skills.

METHODOLOGY:

The program introduces students to the concepts in a well-organized manner that will lead to good facility in typing.

PROVISION FOR STUDENT EVALUATION:

Flexibility in the program allows students to work at their own rate until ready to progress to next section.

TEACHER'S GUIDE/EDITION:

Not available. Explicit directions in textbook/workbook with each lesson along with diagrams and illustrations.

IMPLEMENTATION REQUIREMENTS:

None.

RELATED MATERIALS:

None.

This is meant to be used as a guide. We strongly urge that materials be carefully reviewed before ordering.

Spanish Language Multimedia, Inc., MI PRIMER DICCIONARIO--BILINGUAL EDITION, Ediciones Plesa, c. 1974

A supplementary book with full color word pictures to help students understand vocabulary in Spanish and English.

COMPONENTS

| Grade | Material |
|---|---|
| 1-6 | Mi Primer Diccionario De Inglés -- Español |

GENERAL DESCRIPTION:

A supplementary text to be used at the elementary level to help students understand vocabulary with word-pictures in English and Spanish. The text has 760 Spanish/English entries; 585 English/Spanish entries, all with 455 full-color word pictures to assist students in understanding without seeking translation. Reference vocabularies in both languages.

This is meant to be used as a guide. We strongly urge that materials be carefully reviewed before ordering.

Telefact Foundation, THE ORIGINAL CONSTITUTION OF THE STATE OF CALIFORNIA 1849 and EL TRATADO DE GUADALUPE HIDALGO 1848, Klotz, c. 1968.

A set of facsimiles of original State Constitution and Treaty of Guadalupe Hidalgo.

COMPONENTS:

| Grade | Materials |
|---|---|
| Multigraded | The Original Constitution of The State of California 1849<br>El Tratado De Guadalupe Hidalgo 1848<br>Two softbound books |

GENERAL DESCRIPTION:

Copies of two original documents of historical and social significance to California and the Southwest.

GOALS AND OBJECTIVES:

None.

ORGANIZATION--SCOPE AND SEQUENCE:

Facsimiles are in their original text.

METHODOLOGY:

Instruction approach can be determined by teacher.

PROVISIONS FOR STUDENT EVALUATION:

None.

TEACHER'S GUIDE/EDITION:

None.

IMPLEMENTATION REQUIREMENTS:

None.

RELATED MATERIALS:

None.

This is meant to be used as a guide. We strongly urge that materials be carefully reviewed before ordering.

The Continental Press, Inc., DUPLICATING MASTERS FOR DEVELOPING READING & READING READINESS SKILLS, Riddle and others, c. 1973-74.

Supplementary materials consisting of duplicating masters to reinforce various readiness and reading skills. These can be used with a variety of basic programs in kindergarten through second grade levels.

COMPONENTS:

| Grade | Materials |
|---|---|
| K or I | Aprendiendo el Alfabeto (duplicating masters--consumable) |
| K or I | Refill Masters/Aprendiendo el alfabeto (consumable) |
| K or I | Destrezas de pensar--Nivel A (consumable) |
| K or I | Discriminación visual--Nivel A (consumable) |
| K or I | Destrezas visual--motoras--Nivel A (consumable) |
| I | Diversiones para práctica fonética (consumable) |
| I | Crucigramas para práctica fonética Pistas en dibujos (consumable) |
| I | Crucigramas para práctica fonética Sonidos iniciales (consumable) |
| 2 | Leyendo para comprender |

GENERAL DESCRIPTION:

Supplementary materials which consist of duplicating masters for developing reading readiness and reading skills in the areas of learning the alphabet, thinking skills, visual discrimination, visual motor skills, phonics, initial sounds, and comprehension skills. Also included is a set of 26 charts of the alphabet. Readiness skills have been planned in sequential steps, progressing from simple concepts to those that are more complex and abstract. The teacher's guide contains many instructional suggestions. These include ideas for preparing students, guiding them through the task and for strengthening the learning by related follow-up activities.

GOALS AND OBJECTIVES:

To aid the student in acquiring the level of readiness and reading skills that is required for successful reading performance. Each set of duplicating masters contains its own set of goals and objectives.

ORGANIZATION--SCOPE AND SEQUENCE:

Although the readiness levels for developing thinking skills, visual discrimination and visual motor skills progress in difficulty from easier stages to more complex, there is no identifiable scope and sequence in the conventional sense of the word. The series is easily adaptable for group and individualized work.

The Continental Press, Inc., DUPLICATING MASTERS FOR DEVELOPING READING & READING READINESS SKILLS, (continued).

METHODOLOGY:

Some levels include specific directions for pre-testing the students, then assigning material based on needs.

PROVISIONS FOR STUDENT EVALUATION:

Some levels suggest pre-testing by using the most challenging material first and placing a child from this vantage point.

TEACHER'S GUIDE/EDITION:

Guides are included for Discriminación visual, Apprendiendo el alfabeto, Destrezas visual-motoras, and Destrezas de pensar. Others provide no guide.

IMPLEMENTATION REQUIREMENTS:

None.

IMPLEMENTATION REQUIREMENTS:

None

RELATED MATERIALS:

None.

This is meant to be used as a guide. We strongly urge that materials be carefully reviewed before ordering.